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Adult Children of Alcoholics: Their Roles in the Work Place

by

Déri Frost ©

A thesis submitted to the Faculty of Graduate Studies and Research in partial fulfillment of the requirements for the degree of Master of Education.

in

Adult & Higher Education

Department of Adult Career and Technology Education

Edmonton, Alberta

Spring, 1995

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Faculty of Graduate Studies and Research

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled **Adult Children of Alcoholics** submitted by **Déri Frost** in partial fulfillment of the requirements for the degree of **Master of Education** in **Adult & Higher Education**.

Dr. D.A. MacKay

Dr. D.J. Collett

Dr. J.M. Edwards

January 4, 1995

Dedication

I would like to dedicate this study to my mother and my brother and sisters. Our family grew up in an alcoholic dysfunctional home environment and although I left the family at the age of 16, I knew then, that each of us had survived and would continue to survive the best way we knew how.

It was not until my early twenties, when I started my own recovery program that I realized how much of a "textbook" case my siblings and I were, in terms of the four roles described in Adult Children of Alcoholic literature.

This is what prompted my interest in this topic. I wanted to understand why after years of being out of a dysfunctional environment, I still continued to play out the role I had adopted as a child. I wanted to know was it just me or were there others like me?

This study has resulted in many personal, as well as professional insights. I am reminded of the day I announced my thesis topic to my colleagues and was repeatedly asked to explain what was meant by an Adult Child of an Alcoholic. Although, I feel that the results of this study strongly support the need for further study and research in this area, I feel I have already made a difference as

an adult educator. This is largely because all those with whom I have come in contact, as a result of this study, have learned something new. Many people who were not aware of the term ACOA, have come to a new understanding of the term and its significance in today's society. Better yet, many of those people have passed this new information on to others. In this small way, this study has already been a success, as the process of social change has begun and hopefully will continue as more research and knowledge in the area of alcoholism and its far reaching effects are explored.

ABSTRACT

Many of the behaviors ACOAs display as adults were developed as a result of trying to "survive" in the dysfunctional environment in which they were raised. These behaviors or survival skills that worked well and served their purpose as children, may be inappropriate and may cause problems, when and if, they are continued in the adult years. This study looks at how these ACOA "role" characteristics are demonstrated in a place where most of the adult population spend the majority of their time: the work place.

This qualitative study focuses specifically on the characteristics of each of the four major roles (the Lost Child, the Responsible Child, the Mascot and the Scapegoat) adopted by ACOAs as children, whether these roles continue to influence their behavior in the work place as adults, and on how this knowledge will enhance the mandate of Employee Assistance Programs. A positive relationship between of the role adopted as a child and the behaviors in the work place was demonstrated. From the data many new research questions were generated. The data also provided information that might better assist Employee Assistance Programs in understanding, treating, and accommodating any ACOA's they may encounter.

Acknowledgments

I would like to thank all those who gave of their time to participate in this study, as well as my dear friends who supported and encouraged me throughout this project. I would especially like to thank:

* June MacGregor for her wisdom and expertise and for her innumerable contributions to the Adult Children of Alcoholics in Alberta.

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&

A Special Thank-you to my Committee Members:

DR. AL MACKAY, DR. DAVE COLLETT & DR. JOYCE EDWARDS

HOPEFULLY I HAVE NOT FORGOTTEN ANYONE BUT JUST IN CASE

THANK-YOU ALL!

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Chapter I

Overview of the Problem

Introduction

The study of Adult Children of Alcoholics (ACOAs) is relatively new, having very little empirical research to support the abundance of clinically based literature that has been published in this area over the past decade. Studies indicate that "52% of alcoholics have an alcoholic parent; 60% of non-alcoholic spouses of alcoholics are children of alcoholics and with two alcoholic parents there is an 80% chance of becoming an alcoholic" (Wegscheider, 1981).

Children who grow up in environments where it is unsafe to be a child often learn to behave in ways that are beyond their developmental ages. They become an "adult" as a child, but often function as a "little child" in adult life. There are many types or classifications of Adult Children, as they are a product of the many types of dysfunctional home environments in today's society. The type of Adult Children that are dealt with in this study are Adult Children of Alcoholics (ACOAs, also referred to as Children of Alcoholics (COA). The focus of this study is on the roles adopted by ACOAs as children, whether these roles continue to influence their behavior in the work place as adults, and on how this knowledge will enhance the mandate of Employee Assistance Programs

(E.A.P.'s). Based on the literature review the basic mandate for EAPs, as summarized by this researcher, is to manage the risk factors through various strategies that influence work related problems (i.e. alcohol and drugs) and to help those who are in need of treatment or at high risk for alcohol and/or drug dependency.

This study focuses specifically on whether the characteristics of each of the four major roles are apparent in behaviors in the work place. Areas that were investigated included: relationships with supervisors, co-workers and the work itself. It is hoped that if the data demonstrates a positive relationship between the characteristics of the role adopted as a child and the behaviors in the work place, that this will provide information that might better assist Employee Assistance Programs in understanding, treating, and accommodating any ACOA's they may encounter.

In Adult Children of Alcoholics: The issues in Their Lives, Ingram states that "alcoholism is increasingly being looked at as a family disorder. Statistics show that children of alcoholics have an increased risk of becoming alcoholic, marrying alcoholics and producing children who themselves become alcoholics" (Ingram, 1984, p.1). Wegscheider, one of the authorities on Adult Children of Alcoholics (ACOAs), states that ACOAs have higher rates of mental illness, juvenile delinquency, suicide attempts and teenage marriages than children from other distressed (dysfunctional) families (Wegscheider, 1981). The necessity to do more research in this area is supported by this information.

Alcoholism is a devastating disease with far reaching effects. According to some research approximately 55% of people entering Employee Assistance Programs (EAPs) are ACOAs (Ackerman, in Wolkind, 1987, p. 26). Alcohol and

substance abuse reportedly costs American Industry $120 billion dollars annually. It is estimated that problem drinkers are 21% less productive, resulting in an increased use of $49.8 billion dollars in reduced productivity. This is significant if one considers ACOAs to be four to five times more likely to inherit the disease of alcoholism (Pape, 1990, p.23). The above statements, alone, are enough to spark one's interest in researching this multifaceted, yet relatively little known and uncharted field. The literature and research that has been carried out on ACOAs is very recent, the label, ACOA, having been in existence for just over a decade. The literature, primarily produced by clinicians working extensively with ACOAs puts forth a general set of behaviors with which most ACOAs can identify. Many of the behaviors ACOAs display as adults were developed as a result of trying to "survive" in the dysfunctional environment in which they were raised. These behaviors or survival skills that worked well and served their purpose as children, may be inappropriate and may cause problems, when and if, they are continued in the adult years.

This study looks at how these ACOA "role" characteristics are demonstrated in a place where most of the adult population spend the majority of their time: the work-place.

Problem Statement and Research Questions

This study ascertains whether Adult Children of Alcoholics' (ACOAs) perception of their work-place behaviors demonstrate a relationship to the "major roles" adopted as children.

The question that is addressed in this study is as follows:

What characteristics of the roles adopted by ACOAs as children continue to influence their behavior in the work-place and how will this knowledge enhance the mandate of Employee Assistance Programs? This research question was further broken down into four sub-problems.

Sub-Problems

1. What is the "Responsible Child's" relationship to the following aspects of the work-place:

    a) relationship with supervisors,

    b) relationship with co-workers,

    c) relationship with the work itself.

2. What is the "Mascot's" relationship to the following aspects of the work-place:

    a) relationship with supervisors,

    b) relationship with co-workers,

    c) relationship with the work itself.

3. What is the "Scapegoat's" relationship with the following aspects of the work-place:

    a) relationship with supervisors,

    b) relationship with co-workers,

c) relationship with the work itself.

4. What is the "Lost Child's" relationship to the following aspects of the work-place:

a) relationship with supervisors,

b) relationship with co-workers,

c) relationship with the work itself.

Delimitations

The following points are a list of the boundaries or limits to which this study was confined.

1. This study was limited to those people who identify themselves as Adult Children of Alcoholics.

2. This study will not include those ACOAs who have not been involved in some sort of recovery &/or counseling program facilitated by June MacGregor (a Canadian ACOA authority).

3. This study will involve selected ACOAs living in the Edmonton area.

4. This study will not include anyone who has not attended an ACOA support group.

Limitations

The following list describes the weaknesses within this study, as a result of the nature and scope of the study.

1. The participants may not be representative of the Adult Children of Alcoholics population as a whole.

2. The participants may be biased by the fact that the researcher has had contact with those interviewed both on a personal and professional level and this may influence the quality and quantity of the information gathered.

3. The transferability of the results of this study may be influenced by the characteristics of the participants used (i.e. the small size of the sample group being interviewed, the fact that the comparison group used consisted of addiction counselors, as well as being ACOAs themselves).

4. The fact that the researcher is also an ACOA, who has pre-set ideas and beliefs based on personal experience, may influence the perceptions and interpretations of the data.

Operational Definitions

The following definitions pertain specifically to the study in question and are based on current research and literature in the area.

Adult Child of an Alcoholic (ACOA) - a person who has been raised in a family where one or both parents were addicted to alcohol and who has been subjected to the many dysfunctional aspects associated with parental alcoholism.

Alcoholism - a condition in which a person's drinking behavior constitutes a social and health problem, characterized by psychosocial effects, public and personal consequences.

Roles - the four roles as defined by the literature review on ACOAs (Black, 1982; Ackerman, 1987; Woititz, 1981). The four roles are:

a) Responsible Child (referred to as Rachel throughout this study) - usually first or second child born whose behavior pattern includes: high levels of responsibility, the need for many accomplishments, overly controlling, leadership qualities, perfectionism and the need to be wholly competent.

b) Mascot Child (referred to as Mario throughout this study) - often youngest child whose behavior pattern includes: manipulation, suppression, immaturity, stress avoidance, anxiety and over dependence.

c) Scapegoat Child (referred to as Sam throughout this study) - tends to be the child born before of after the responsible child whose behavior pattern includes: internalizing the family chaos through inappropriate behaviors, acting out, high levels of anger, blaming and high levels of visibility.

d) Lost Child (referred to as Laura throughout this study) - often the middle child whose behavior pattern includes: avoiding any conflict and involvement, withdrawn, shy, extremely quiet, avoid pressures and are insecure and powerless.

Assumptions

The following is a list of assumptions that the researcher has identified as being pertinent to the study.

1. Every ACOA will adopt one predominant role that will be apparent in their behavior in the work-place (Woititz, 1987; Pape, 1990).

2. It is not the adopting of the role that is the problem. It is the extent to which the role becomes all consuming and is "continually played out", to the exclusion of the other possible roles that one will naturally adopt throughout childhood, that the role becomes a problem.

3. Adult Children of Alcoholics are people who have developed a number of characteristics and survival skills in their childhood as a result of growing up in an alcoholic environment, which continue to influence their lives as adults, occurring in themes, issues, and distinct characteristics. These characteristic traits can result in more negative consequences in adult life than they did in childhood.

Need for the Study

"Research on this population is critical in the assessment of ACOAs'' educational and therapeutic needs, and to contribute to the prevention of alcoholism in future generations" (Ingram, 1984, p.3). If Adult Children of Alcoholics are to "break the cycle of addiction," then more research pertaining to this population is necessary. Much of the literature and research conducted thus far on ACOAs, has made reference continually to ACOAs as a population requiring both educational and therapeutic opportunities. Such opportunities

would lead to helping ACOAs deal more effectively with their relationships in the work-place and with society in general. "Most ACOAs don't assess the impact of the situation while they're growing up. It's kind of a survive now, heal later phenomenon. But for the Adult Child in the work world, later is NOW and that's scary!" (Ackerman, 1987:27). In 1983, the Children of Alcoholics Foundation in the United States estimated the number of ACOAs/COAs at over 28 million nationally and in Canada statistics indicate that one in six families are adversely affected by alcoholism. However, considering the shroud of secrecy and shame which surrounds alcoholics and their families, all such estimates are considered low. These numbers alone would indicate there is a need for adult educators to be involved in the research, education and needs of the ACOA to become "healthier" members of the work-place and society.

In Ingram's section on "Implications for Further Research" presented in her doctoral thesis, she pointed out the need for more research in many areas. However, she specifically made reference to the fact that her study "did not clarify how the self-perceived role in the family relates to problems or issues in later life" (Ingram, 1984). William's and Potter's empirical study on Children's Roles in Alcoholic Families states "although these roles are theoretically well defined in the clinical literature, very little research has been done to validate their actual existence and/or impact" (1991, p.71). According to Pape, in her article "Your Boss Is Not Really Your Parent":

> Non-recovering ACOAs take their unfinished issues into the work-place and set others up to be their "family". They often report similarities in the dynamics and feelings produced by their work relationships compared with the dynamics they experienced as children growing up in an alcoholic family system, taking on the old roles they played in their family of origin (Pape, 1989:38).

Unfortunately there is little empirical research to support such statements, thus, further illustrating the need for this study.

As one ACOA authority so succinctly states:

> . . . as adults, ACOAs continue to adhere to their roles. Role and self are so merged that they create or surround themselves with a reality that requires and reinforces the same role. Many untreated children grow into unhappy and maladjusted adults who can greatly be helped by an understanding of their childhood experiences (Deutsch, 1982, p.57).

One's relationship with the world of work is a facet of life few of us can escape. Delving into this area, in relation to how ACOAs function in the work-place, may result in a greater awareness of issues and/or behaviors that are a continuation from their childhood. ACOAs would then be able to access the "usefulness" of these behaviors in their lives and make changes accordingly. This study would also benefit the employer and employee assistance programs by providing awareness and insight as to where some of the behaviors of ACOA employees originate. This, in turn, could result in better educational and therapeutic programs, thereby promoting a healthier individual and a healthier work-place.

Chapter II

Review of the Literature

Adult Children of Alcoholics: The Beginnings

While the scientific literature on the effects of alcoholism on the family may not be overwhelming in terms of its frequency and scope, it has, nevertheless, been consistent for several decades. For example, the work of Joan Jackson (1954) highlighted the crisis nature of alcoholism for the family. Fox (1962), drawing from her psychiatric practice, articulated the deleterious consequences of alcoholism for ACOAs. However, one of the first systematic studies was conducted by Nyelander (1960), specifying a degree of symptomatology that differentiated COAs from children of non-alcoholics, and Cork (1969) presented anecdotal and clinical data showing the distrust, anger, and low self-esteem of COAs. These studies and others certainly have influenced and generated some of the contemporary research studies on COAs and ACOAs.

One of the influences behind the increased interest and concern for ACOAs is Alcoholics Anonymous (AA) and its satellite organizations, Al-Anon and Alateen. Al-Anon developed in the early 1950's and Alateen began shortly after, around 1957. In fact, the AA convention in 1955 in St. Louis sponsored a session called "Children of Alcoholics". From the perspective of these organizations:

> Many of the symptoms of alcoholism are in the behavior of the alcoholic. The people who are involved with the alcoholic react to his behavior. They try to control it, make up for it or hide it. They often blame themselves for it and are hurt by it. Eventually they become emotionally disturbed themselves (Al-Anon, 1987:6).

Alcoholism is believed to be not only a physical, spiritual, and emotional affliction, but also a "disease of relationships" (currently referred to as co-dependency).

Alcoholics Anonymous' (AAs) ideology and that of its satellite organizations is officially portrayed through their publishing activities. However, it is also portrayed by clinicians, researchers, and writers who have become familiar with AA, and by AA members who have become a vocal and vital part of the alcoholism treatment industry. AA ideology also has an impact on ACOAs more directly through members who write as ACOAs and members who are selected in studies on Children of Alcoholics. Some research efforts have drawn their "samples" of adult children and children of alcoholics from Al-Anon and Alateen groups. A second dominant influence on the ACOA movement has been the efforts of federal agencies in promoting attention and services relative to COAs. Treatment programs and national conferences have proliferated. Both a foundation and a national association for Children of Alcoholics (COA) have been created, resulting in the publication of An Assessment of the Needs of and Resources for Children of Alcoholic Parents (1974). The National Institute on Alcohol Abuse & Alcoholism (NIAAA) brought national attention along with a commitment of funds for demonstration and research projects on COAs. In 1979 NIAAA sponsored a national conference, "Services for Children of Alcoholics". The conference addressed the issues of "identification, intervention, treatment, and prevention" and it produced a monograph in the NIAAA Research Monograph Series, Services for Children of

Alcoholics (1979). Conference participants included clinicians, program directors, and others including those people who are now generally considered authorities on ACOAs.

Even more influential than these activities are the series of conferences and publications initiated in 1982 by the Division of Alcoholism and Alcohol Abuse, in the state of New York where an initial report, Children of Alcoholics (1982), was commissioned by Education and Welfare. Using a combination of factors, including national estimates of problem drinkers and demographic data, the report estimated that over nine percent of children (19 or younger) living in New York State, alone, are in alcoholic families. This report also reviewed some of the research literature and discussed the need for additional programs and public awareness efforts to reach the estimated 555,000 COAs in that state. Finally, out of this initial conference came the nucleus of the Children of Alcoholics Foundation (CAF). This foundation has been active in organizing conferences, publishing literature reviews and awareness brochures. They estimate the number of COAs to be at over 28 million nationally (USA). These numbers alone would indicate that there is a need for adult educators to be involved with helping ACOAs to become productive and "healthier" members in the work-place, for the ramifications of this phenomena are proving to be incredibly far reaching.

Adult Children of Alcoholics: Central Ideas & Issues

Recently, a number of clinicians such as Black, 1982; Woititz, 1983; Ackerman, 1987 and others have produced monographs that have highlighted the problems faced by COAs. It is felt by some critics of the ACOA movement that too many studies draw on clinical and anecdotal data and tend to

overemphasize and stereotype the characteristics of ACOAs. Hunter and Kellogg, in their article "Going to Extremes - Redefining ACOA Characteristics", tend to agree, pointing out that "frequently described ACOA characteristics are too narrow in that they represent only one end of a wide continuum of behaviors and attitudes" (Hunter & Kellogg, Oct. 1989: p. 28).

Additionally, since some studies draw COAs from Al-Anon or Alateen (Callan, 1986) their reflections are likely to be shaped by these organizations as well as by their status of being a ACOA. A final complicating factor is that the COAs in some studies also are alcoholics, which is not surprising. As stated previously, statistics indicate that ACOAs have an increased risk of becoming alcoholic, marrying alcoholics and producing children who later become alcoholic. Woititz's research, for example, is based upon the members of one of her therapy groups in which half of the group members are recovering alcoholics. Woodside (1982) also mentions that in an "informal" survey of 13 Alcohol Treatment Centres in the state of New York, 58% of the clients report being a ACOA. A balanced view of the consequences of parental alcoholism upon their offspring should include persons outside the treatment programs and self-help groups, as well as persons inside these settings. However, since these persons are generally excluded in the research, clinical views may tend to be one-sided.

The following twenty characteristics of ACOAs have been highlighted by Woititz (1983:4):

1. ACOAs guess at what normal behavior is.

2. ACOAs have difficulty following a project through from beginning to end.

3. ACOAs lie when it would be just as easy to tell the truth.

4. ACOAs judge themselves without mercy.

5. ACOAs have difficulty having fun.

6. ACOAs take themselves very seriously.

7. ACOAs have difficulty with intimate relationships.

8. ACOAs overreact to changes over which they have no control.

9. ACOAs constantly seek approval and affirmation.

10. ACOAs usually feel that they are different from other people.

11. ACOAs are super responsible or super irresponsible.

12. ACOAs are extremely loyal, even in the face of evidence that the loyalty is undeserved.

13. ACOAs are impulsive, looking for immediate gratification.

14. ACOAs lock themselves into a course of action without consideration of choices or consequences.

15. ACOAs seek tension and crisis and then complain about the results.

16. ACOAs avoid conflict or aggravate it but rarely deal with it.

17. ACOAs fear rejection and abandonment yet reject others.

18. ACOAs fear failure but have difficulty handling success.

19. ACOAs fear criticism and judgment yet criticize others.

20. ACOAs manage their time poorly and do not set priorities in ways that work well for them.

(Of the twenty characteristics, the last seven personality characteristics were developed by R. Ackerman with J. Woititz, T. Perrin, 1985.)

While some ACOAs show these characteristics, there have been little theoretical reasons or data to suggest that most do. Recently, however, Ackerman, in an effort to pinpoint the differences between the perceptions of ACOAs and individuals not from alcoholic families (in relation to the 20 characteristics), conducted a national research study with over 1600 individuals. The ACOAs were self-identified and did not come from a clinical population. Only 20% of the ACOAs in this study received any treatment related to being an ACOA. Ackerman's study supported the twenty ACOA characteristics (Ackerman, 1987:21 - See Appendix for table of results).

Other clinicians/writers have positions similar to Woititz. Black (1982) argues that all ACOAs should be treated whether they show pathology or not. Wegscheider (1984), Cermak (1988), Subby (1987), and Wood (1987) highlight the consequences of alcoholism for children and spouses in the family. In their view many family members suffer from the disease of "co-dependency". "Co-dependency is a primary disease and a disease within every member of an alcoholic family. It happens to family members when they try to adapt to a sick family system that seeks to protect and enable the alcoholic" (Wegscheider-Cruise, 1984:1).

The adaptation to living in a dysfunctional environment has resulted in many authors/researchers formulating a number of "roles" children adopt in order to survive. The early work of Nathan Ackerman in the development of

family therapy identified two roles which were believed to be characteristic of children in dysfunctional families. These roles were the "hero" and "scapegoat" (N. Ackerman, 1958). Virginia Satir added to these the roles of "lost child" and "mascot", which she derived from her work in family therapy (Satir, 1972). It was the work of Sharon Wegscheider-Cruise which related these four roles specifically to COAs. These four roles have been the foundation of research and literature when referring to the adaptive patterns of ACOAs.

However, several authors have observed other adaptive roles. For instance: Black (1982), added the "placater" to the four existing roles. Black's belief of the importance of roles for understanding ACOAs is based on the premise that:

> "children raised in homes where open communication is practiced and consistency of life styles is the norm, usually have the ability to adopt a variety of roles, dependent on the situation. Children growing up in alcoholic homes seldom learn the combination of roles which mold healthy personalities. Instead they become locked into roles based on their perception of what they need to do to 'survive' and to bring some stability to their lives" (Black, 1982, p. 14).

Robert Ackerman (1987), added hypermaturity, the detacher, and the invulnerable as adaptive roles or behavior patterns. Many of these roles are referred to by different names in the literature, but in the opinion of this author, any of the additional roles can be placed within the boundaries of the "founding four". In Potter & Williams article, Development of a "Measure Examining Children's Roles in Alcoholic Families" (1991), the four roles have many pseudo names as follows:

a) The hero/caretaker/the responsible one.

b) The scapegoat/problem child/the acting-out child.

c) The lost child/forgotten child/the adjuster.

d) The mascot/family pet/the placater.

What is important regarding these adopted roles is that in a dysfunctional family environment the ACOA gives up their true or authentic self. They adopt a role which is considered a mask of one's true self that is believed to continue to play itself out in adult life. "In dysfunctional family systems the roles are necessitated by the needs of the family system in its attempt to balance itself; a way for each member to feel like he/she has some control" (Bradshaw, 1987:87). The findings in a study done in 1987 on the "Differences in Character Roles Between Adolescents From Alcoholic and Non-Alcoholic Homes" were corroborated by the literature on ACOAs and supported the belief that role behaviors become more rigid and long lasting in dysfunctional families and "that rigid role behaviors are especially prevalent in alcoholic families" (Black in Rhodes & Blackham, 1987, p. 153).

According to Woodside, "Whether aged 8 or 80, young and adult children from alcoholic families experience special problems which are unique to living with an alcoholic parent" (1983:531). Some children have been hurt immeasurably by their parents' alcoholism. For some the damage may be long-term: for others it may be short lived. Therapists argue that:

> . . . the effects of alcoholism on the family occur even when the active drinking is not present. Second, the alcohol system will recreate itself generation-after-generation if the family is not treated. A great number of ACOAs come from families where there is no alcoholic drinking taking place. If alcoholism is in their family history, they will have ACOA issues (Kritsberg, 1985:8)

Views, such as these, are carried further in the recent work by Smith, Grandchildren of Alcoholics (1988). On the rear cover the publisher states:

> We first recognized certain personality characteristics that predominated in ACOAs. Now sociological studies are discovering similar patterns in the children of ACOAs. The characteristics can occur in seemingly alcohol-free families where it is found later that a grandparent who died at an early age "sometimes drank too much", but it was never talked about (Smith, 1988).

Like similar studies on children of alcoholics, all of Smith's respondents are in treatment with over one-third having problems of substance abuse. The majority of problems that grandchildren of alcoholics report include: difficulty with relationships, out of touch with feelings, poor self-worth, and feeling angry a lot (Smith, 1988:59-63). These characteristics are consistent with the major issues stated in the ACOA literature and much of the research. Ingram, in her doctoral dissertation Adult Children of Alcoholics - The Issues In Their Lives, corroborated Smith's findings as well as pointing out two additional major issues ACOAs have difficulty with: that of being outer rather than inner directed and having problems with staying in the present. Data indicated ACOAs spend two-thirds of their time feeling guilty about the past or anxious about the future (Ingram, 1984).

Adult Children of Alcoholics: Their Relationship to Employee Assistance Programs Now and In the Future

Little attention has been focused on Children of Alcoholics, who, when grown up, enter the work place. Since the majority of ACOA's are employed, the work place constitutes a unique setting in which assessment of alcohol problems and it's effects can be made (Ackerman, 1987). According to a report done by General Motors (GM) in 1991, the current cost of alcohol and drug abuse to the company is two times greater than what it was five years ago. General Motors has spent over $64 million on employees to treat substance abuse. This is only

one large corporation's disclosure of a problem (disease) that has far reaching effects. If one considers the numerous remaining corporations and businesses that may have similar problems, but have yet to make them known to the general public, one can see how this is an area that is definitely in need of social change.

Employers have many reasons to be interested in treating alcoholism because it has been demonstrated in numerous studies that alcoholism in workers is associated with absences, reduced performance, diminished safety and in general a less secure work place (Pratt &Tucker, 1989; Holder & Blose, 1991). Most larger companies today have what is referred to as an Employee Assistance Program (EAP), which is set up to deal with such problems as alcohol and drug addictions as well as other personal problems. The work place is viewed as an important environment from a health promotion perspective because people spend the majority of their non-sleeping hours at work. AA and alcohol specific programs are the basis from which EAP's began, dating back to the early 1800's. Today with such a vast and ever expanding knowledge base pertaining to the disease of alcoholism and its multiple effects on everyone in the family, more and more companies and health professionals are viewing alcoholism as a family disease . The following is a list of facts presented in Thomas & Johnson's (1992) article Family Alcohol Problems which support this conclusion:

*2.2 family members or work associates are affected by alcoholism (Ackerman, 1983).

*According to El-Guebaly & Orford (1977;1979) alcoholism has some of its worst effects on the children growing up in the alcoholic environment.

*It is estimated that between 28-35 million Americans have alcoholic parents (Worden, 1984).

*Children of alcoholics experience more adjustment problems than children of non-alcoholic parents (Miller & Jang, 1978) and some children are more adversely affected than others (Wilson & Orford, 1978).

*Evidence indicated that children of alcoholics are a high risk group for developing alcoholism (Booz-Allen & Hamilton, 1974)

*Without exception, studies have shown much higher rates of alcoholism among the offspring of alcoholics than in the general population (Goodwin, 1971).

*Approximately half of all problem drinkers come from families with an alcoholic parent (Bosma, 1975).

*Children of alcoholics are two to four times as likely to become alcoholics (Booz-Allen & Hamilton, 1974; Ackerman, 1983).

*Hinderman (1975) found that 40 -60% of all children of alcoholics become alcoholic.

*Schafer (1989) reports that effects of parental alcoholism may not emerge until adulthood, when ACOA's are establishing themselves in careers and relationships.

*It is estimated that 20% of the employees in the USA work force have job related difficulties resulting from alcoholism and other emotional problems (Myers, 1984).

*31% of EAP cases for the New England Telephone Company (1985) were ACOA's as were 50% of those attending rehabilitation programs during the same year (Woodside, 1986).

*Ackerman (1987) estimates that 55% of the adults entering an EAP are ACOA's.

These facts support the belief that alcoholism is a family disease and must be treated that way, if the helping professions truly wish to make an impact in this area.

More recent data, such as that presented in Casey, et al's (1993); article entitled Role of the Work of Wives, indicate that despite reports to the contrary, there are several indicators that the family alcohol problems spill over in to the work place: i.e. work history was strongly affected for over half of the women in the study, 40% of the women reported beginning or quitting at least one job due to their husband's drinking, and 37% of the women missed work due to husband's drinking, with missing days from work in general being significantly higher than the community population (14 days annually compared to eight days). Although most women in the study reported little negative impact of their husband's drinking on their work functioning, nearly half reported that someone at work learned of the problem because the wives' behavior indicated something was wrong. That is, half the women failed to keep the effects of alcoholism out of the work place (p. 128). This corresponds with the number one rule of the alcoholic dysfunctional family, that of "*Don't Talk*". This results in a strong case of denial being played out by the family members. In Casey, et al's (1993) study, this sense of denial, was evidenced by the fact that wives of alcoholic men, scored significantly higher on avoidance coping ($z=7.91$ $p<.001+$)

and significantly lower on family expressiveness ($z=3.33$ $p<.001$) than general community populations.

Grear and Kabb concur, as they state in their article Managed Family Care, that "mental illness and chemical dependency are family illnesses with the patient only being part of the problem, thus a family system approach to recovery is advocated" (p. 40, 1992). Seventy -five percent of the clients in their study reported a family alcohol or other drug problem within one generation, regardless of the present problem reported in counseling (i.e. Alcohol and Drug Abuse: in present family 28%, in immediate family 20%, codependency or ACOA 10%) (p. 42). Holder & Cunningham (1992), state in their article that the health care costs for other members of an alcoholic's family are also above average. Usefulness and success of a family oriented preventive approach was tracked by Holden and Haldan (1986). They found that the health care costs of 90 families enrolled in the California Public Employees Health Plan during a six year period, had at least one person in each family who received treatment for alcoholism. The researchers found that following treatment, the utilization and cost of health care for the alcoholics and their families diminished, eventually nearing the levels of a matched comparison group. On an average, there was a 23% decline in health care costs following treatment (p.142).

Occupational alcoholism programs were developed in Canada in response to programs started in the United States. Coshan (1991) states that 65 % of the US Fortune 500 Companies had formal EAP's in 1988. Most large companies in Canada now offer EAP's to their employees with the majority of EAP's having been implemented since 1981 (McGibbon, 1993). A survey conducted by Canada's largest employee benefit and human resource consulting firm consulted the top 2000 chief executive officers (CEOS), in Canadian companies

and were informed that substance abuse in the work place is one of the major human resource issues of the 1990's. Results indicated that 70% of executives showed a preference for EAP's to address work place substance abuse problems. However, only 36% of the executives indicated that their company operates an EAP for their workers (McKibbon, 1993).

From a Canadian perspective, although the amount of data and research conducted pertaining to this topic is limited, one study showed that 70.6% of the EAP's in Ontario permit and encourage family members to use the EAP services. In Ontario, 35,500 EAP referrals are made each year. Of these referrals 97.6% were alcohol and drug related (MacDonald & Dooley, 1991). Another study done in 1992 initiated by the Alberta Alcohol and Drug Abuse Commission, stated that almost 80% of the Alberta work force uses alcohol and over 6.5% of workers who drink reported having taken a drink during working hours. However, attempts are growing to increase the span of control over employee's lives and the issues they bring to the work place which may affect productivity. Unfortunately, the rates of utilization of EAP's range from 2 to 22%, but average out at only 4 to 8%, when they are evaluated on an on going basis.

According to Fized and Zare (1989), "the goal of most EAPs is to quickly identify, assess and resolve employee's problems. EAP counselors develop intervention strategies to help employees to modify their dysfunctional patterns of behaving and to learn more acceptable ways of thinking, feeling and behaving" (p. 9). Currently, the dominant theme in the ACOA/COA literature is that most, if not all, children of alcoholics could benefit from treatment. Furthermore, education, assistance, and screening techniques need to be refined and implemented in medical settings, educational institutions, and in the work force, so that we can identify, and more easily and quickly help the vast

number of ACOAs. It is estimated that one in every ten employees is seriously affected by alcoholism; drug dependence; emotional problems or family distress, with a minimum of 20% of the work force in some stage of working through adult children issues (Francek, 1986). Based on these facts alone, one can see that there is definitely a relationship between Adult Children of Alcoholics and Employee Assistance Programs that would benefit from further research in this area.

Chapter III

Methodology

Introduction

The aim of this qualitative descriptive study is to ascertain whether characteristics of the major role adopted by children of alcoholics continue to be apparent in adult life. Information pertaining to the aforementioned areas of the work place will be obtained using in-depth semi-structured interviews with four selected Adult Children of Alcoholics, each representing one of the four major roles as outlined in the ACOA Role Thesaurus developed from the literature review. From the thesaurus, a checklist was developed which was given to a second group of four ACOA's also representing each of the four major roles. This was used as a validity check as the four people from the interview group were also asked to complete this checklist. The following sections of this chapter describe how the participants were selected, outline the procedure of the interviews and describe how the analysis of the information collected was conducted.

Rationale for Methodology

The qualitative research interview appeared to be the most natural and logical choice for instrumentation when one considers its "purpose is to gather descriptions of the life-world of the interviewee with respect to interpretation of the meaning of the described phenomenon" (Kvale, 1983, p. 174). Many issues which may be too elusive or complex to be captured by a questionnaire would be more accessible with the interview data gathering technique.

Content analysis was the means of interpreting the data. This is known as "a research technique for objective, systematic, qualitative descriptions of the manifest content of communication" (Berelson in Borg & Gall, 1989, p. 519), and is commonly used in the educational field with transcripts of interviews, hence it was deemed appropriate to use this approach in this study.

When one considers population validity with a qualitative study such as this, Borg & Gall state succinctly that "population validity can not be established which is often the case in qualitative research, therefore the investigator must be cautious in generalizing the results (1989, p. 404).

Selection of Participants

All participants were chosen by the researcher, who is also an ACOA, on the basis of having been involved with an ACOA support group. The two main qualities necessary for selection were that of being willing to participate and being representative of one of the four major roles. Two males and two females, each representing one of the four major roles were interviewed. The determination of the major role of each participant was based on the participant's

own perception of their role, as well as being verified by a qualified ACOA counselor who has had previous contact with these individuals. All interviewed participants were known by the researcher via the researcher's association with various ACOA support groups. It is believed, that knowing the researcher and having previous knowledge of ACOA issues, resulted in the participants being more inclined to raise more in-depth related issues during the interview process, than they would have if an awareness of ACOA issues did not exist, or if they had been interviewed by someone less familiar. This may have resulted in certain biases which have been dealt with in the limitations section of this thesis. The participants were approached by the researcher by phone and in person to determine their willingness to participate in this study.

Setting of an ACOA Support Group

An ACOA support group does not have a specific leader or counselor to conduct or be in charge of the meetings. The individuals involved usually meet on a weekly basis to discuss current and/or past issues that are presently areas of concern in their lives. Each support group may run their meetings in a slightly different manner, however, the basis of the meeting for all groups is the same; that is following a twelve step approach consistent with the founding principles of Alcoholics Anonymous (AA). Participants in these groups may choose to share their concerns or they may choose to simply listen. Some of these individuals are seeing therapists and/or participating in group therapy such as ACOA weekend retreats. An ACOA's knowledge and awareness depends on the individual's length of time being involved in a support group, individual therapy and the amount of reading in which one has engaged. The length of time one spends attending an ACOA support group often depends on each individual's

past, whether they are involved in counseling with a qualified counselor, as well as their dedication to their own recovery process.

Data Collection Methods

Contact was initiated with prospective participants during an ACOA support group meeting and followed by telephone. The nature and purpose of the study was explained to the prospective participants. They were then provided with the opportunity to ask questions before making their final decision to participate in the study. They were informed that they may decline their willingness to participate at anytime throughout the course of this study. A consent form was given to participants explaining the nature of the study and guaranteeing anonymity via a numerical coding of each participant as well as using pseudo names. Location of the interviews was discussed with the participants on a one to one basis. The location for the interviews varied from either the participant's home, the researcher's home, or at the participant's place of employment, thereby providing the participant with an environment they were most comfortable.

The data collection method included three in-depth, focused, semi-structured interviews. Three interviews were conducted with each participant and each had one of the following foci: one's relationship with supervisors, one's relationship with co-workers and one's relationship with the work itself. Based on this approach, the researcher utilized interview questions that were very broad in nature and served as a guide to allow for flexibility and probing. This method further allowed for the development of rapport and exploration of areas that may have required further clarification.

All of the interviews were audio-taped with the written consent of the participants. The researcher also took notes throughout each interview to allow for observations that would not otherwise be recorded (i.e. body language, mood, tone, etc.). Use of the tape-recorder was also intended to provide a means to check the consistency of both the interviewer's approach and the interview content.

The data was then subjected to content/theme analysis and clustering. This provided answers to the following questions:

1. What are the relationships between the characteristics of the role of the responsible child and the behaviors demonstrated in the work place?

2. What are the relationships between the characteristics of the role of the lost child and the behaviors demonstrated in the work place?

3. What are the relationships between the characteristics of the role of the scapegoat child and the behaviors demonstrated in the work place?

4. What are the relationships between the characteristics of the role of the mascot child and the behaviors demonstrated in the work place?

According to Osborne, successive data gathering (via three interviews) enables a more complete illumination of the phenomenon under study. The emphasis was on allowing the data to speak or represent itself. Participants, as well as the researcher, were asked to reflect on each interview and document any further information, events or general thoughts that come to mind. This was

done prior to beginning each successive interview and again when participants were asked to review all three interviews to satisfy their request for anonymity (i.e. changing of all names within the interviews). .

The following is the outline of the major topic areas and questions that were covered in each of the three interviews with each participant:

Interview # 1 (One's relationship with the work itself)

1. The setting of the tone and the developing of rapport was established.
2. A re-explanation of the purpose of the study and how the interviews were conducted as well as answering any questions that the participant may have had.
3. Questions regarding work, such as inquiries regarding current employment, previous employment, position, etc., were then asked.

Focus Questions:

a) Can you describe to me the type of work you do?

b) Describe to me in as much detail as possible the manner in which you do your work.

c) Take me through one particular task or project step by step from beginning to completion.

Probe Questions:

1. What type of attitude would you say you have or take towards your work?

2. How much time, if any, do you spend on your "work duties" after the regular designated hours?

3. If I asked you to describe yourself, how much significance would your work have in your description?

Interview # 2 (One's relationship with co-workers)

1. A review and discussion regarding data from the last interview was conducted.

2. Collection of demographic data was then acquired.

Focus Question:

a) Can you describe your relationship(s) with your co-workers?

Probe Questions:

1. Can you give me an example of a typical morning in the coffee room/staff room.

2. Describe your behavior in a typical staff meeting.

3. If you work with others on projects, can you describe a past project you worked on in terms of the events that led to completing the project.

4. Have you ever had to go to a co-worker for help or advice on a particular project assignment. Could you describe in detail the event or instance that comes to mind?

Interview # 3 (One's relationship with supervisors)

1. A review and discussion of the data from the last interview was conducted.

2. Further demographic information was taken.

Focus Question:

a) How would you describe the relationships you have had or have with supervisors or persons of authority?

b) Can you provide me with any specific examples that come to mind?

Probe Questions:

1. If you have had a performance review, can you tell what specifically took place between you and the person doing the review before, during and after the review process?

2. Have you ever approached a "boss" for a raise? If you have or planned to, can you describe in as much detail as possible how this request did/would take place?

3. Can you describe to me any instances where you were told you made an error or mistake and how you dealt with this information?

4. How have you, or would you, react to receiving a commendation from your supervisor?

5. Describe how you would approach your supervisor for time off?

6. Have you ever had to deal with a confrontational issue with a supervisor? Can you describe this event in detail as to what took place?

7. In a social atmosphere or at a social function, can you describe to me how you would relate with or to your supervisor?

Interview # 4 (Summary)

1. Review and discuss data from last interviews.

2. Participants were told that the transcripts will be given to them to view prior to any analysis of the data. As well, the analyzed data would be presented to them at a later date.

3. Time for questions.

Data Analysis and Interpretation

The interviews were then transcribed by a transcriber . The transcriptions and the researcher's notes were repeatedly read and listened to, to get a feel or general understanding for the data. Based on the research questions and the researcher's knowledge of the subject area, the meaningful segments were highlighted and coded. Any data relating to work place behavior was reduced to include only the pertinent statements as assessed by the researcher. This was done on a sentence by sentence basis. Osborne states that "the interpretive process depends upon the researcher's sensitivity and perceptiveness in relating to the data" (Osborne, 1990 pp. 15). It is believed that this process was enhanced by the researcher being an ACOA herself.

The next step in the data analysis involved using a pre-made thesaurus of synonyms (words and phrases) that represent the distinctive characteristics, feelings and behaviors of each of the four major roles: Responsible Child, Lost Child, Scapegoat and Mascot. Each of these words or phrases were analyzed and categorized into major themes which were representative of each role. In total, 12 major themes, three in each role were derived from the role thesaurus developed by the researcher based on the literature review. The highlighted segments were then coded as to which participant made the statement as well as identifying the participant's major role. They were then analyzed as to which of the 12 themes (if any) they could be considered representative of. If they did not fit under one of the 12 themes they were placed in a separate "unclassified" category. This process was done manually by the researcher.

The results of this theme analysis indicated which relationships, if any, exist between the perceived behaviors in the work place and the perceived roles adopted by each participant as a child. The results also indicated if indeed the characteristics of the roles did continue to be apparent in the work place.

As a type of validity check, a checklist was developed from the role thesaurus which asked participants to check off those behaviors, feelings and characteristics which they could strongly identify with, either in the past or at present. This checklist did not indicate from which Role these Characteristics were derived. The checklist was also used as a method from which to verify each participant's major role. However, this verification was based on a self-perceived view point which can be and often is quite subjective in nature. This same checklist was given to four new ACOA participants whose major roles were self-identified as well as having been identified by the same ACOA authority who identified the first four participants. The new group of ACOA's is referred to as the

Comparison Group when referring to the analysis of the checklist data. This group did not go through the in-depth interview process. Two specific characteristics of the Comparison Group which may have an effect on the analysis of the data are as follows:

1. The researcher had no prior knowledge or personal contact with the members of the Comparison Group.

2. All the members of the comparison group are addiction councelors currently working with various kinds of addicts.

The final form of how this data analysis is presented appears in schematic form in tables, charts and graphs. A written synthesis, supported by literature and research in the area is also presented. The results or conclusions drawn from the data provide some new information and/or insight on how Employee Assistance Programs can better identify and serve those individuals whose problems may stem from being brought up in an alcoholic environment.

Chapter IV

Presentation of Results

Introduction

In this section, the results are presented in three forms and in the following order: raw data from the interviews, tables, and graphs. Raw data from the in-depth interviews is provided to illustrate the major role characteristics and how they were demonstrated in the work place by each of the participants during the interview process. The analysis of the raw date is then presented in both table and graph form which illustrate how the data was analyzed, as well as providing a visual comparison between the two groups of ACOAs participating in the study. Each graph and table is further supported by a written summary explaining their significance. It is hoped that based on this data, one will clearly see that the roles definitely do continue to play themselves out in adult life and specifically, in the work place.

Examples Of The Responsible Adult Child's Compulsion To Perfectionism:

Interview A- One's Relationship with the Work Itself:

Rachel: "as a writer I'd still say "the editor is not going to know if this is right or wrong, I'm really the final arbiter here...I couldn't live with knowing that I might have got something wrong, and when that newspaper came on the doorstep the next morning and I knew when one of my stories was in it, then I would wake up early, I never wake up early, and I would wake up early and I would run down and scramble for that paper...I was scared to death that I had miss-spelled something" (p.5).

Rachel: "Only after I had read the whole thing and realized I didn't make any major mistakes could I breathe a sigh of relief and say, "Hey, that's pretty good. Over and over, every single time."

Deri: "God, that would make the job extremely stressful after a while to be going over and over it again and again".

Rachel: "But I didn't think of it that way. Because that was how I lived my life" (p.6).

Deri: "But you managed to actually keep it at that (part-time) without sneaking in time, like when the kids were sleeping"?

Rachel: "...then I would need to write that story and the children would be home and I remember having Nick as a little baby in my lap and he started to cry while I was on the phone to the sheriff and I had to start nursing him just to....so he would be quiet. If you count my worrying time it was pretty much a full time job" (p.7).

Rachel: "I want it to be perfect. I want to get approval for it. I want it to be good so that someone will say "Wow! This is incredible!" If they don't say anything, I'm depressed for a while" (p.13).

Interview B- One's Relationship with Co-workers:

Rachel: "Prior to, worry was a necessary part of me doing a good job. Like if I worried a whole lot, obsessed over whether I was writing a certain headline right or obsessing over a previous mistake hoping I wouldn't make the same kind of mistake last time. Worrying about whether the boss is going to like this story. Worrying about whether I can even, or worrying about if I was going to get writers block. What if suddenly all my skills have left me and this is the beginning. Those were....like I could not let go of a mistake, I would beat myself over and over and over. Like if a mistake got in to the newspaper for example, because I wasn't careful enough. Fear of failure. Fear that it won't be good enough. So when the task is in front of me especially, this obsessing, going over the instructions over and over again. Like a contract assignment comes in the mail and maybe I'm reading a story to the children but chances are I will shoo the children away so that I can start obsessing over this assignment right away. Looking at it right away to make sure that there isn't something that I don't understand. I have to understand it perfectly right now. I can't have any nibbling....I just....I just couldn't go with the flow. I was just full of self doubt from the moment" (p.4).

Rachel "...the biggest worry as a journalist for me would come when that newspaper would hit the doorstep and I would look at it to see if I had missed mistakes that then got into press. And then just really feel my muscles tightening, my heart beating, chewing my nails, I'm fiddling with my moles. I once scratched a mole off worrying about whether my

computer had gone on the blink and I had lost some material. So there's a part of abusing my own body when I get anxious about whether I have done a good job" (p.5).

Rachel: "Yes. And if there was a mistake, and if it wasn't too bad I would be able to let it go but if it was really bad I would get really anxious and I would want to call the editor right away and confess, "I did this, should I put a correction in?" Actually that didn't happen very often but I was always worried that it was going to. And I had to look at that paper before having breakfast or before saying good morning to my husband or anything. It was like....okay it was like an alcoholic whose only focus in the morning is getting to that bottle. My addiction was, I got to get to that newspaper. Nothing is in my way. Not a crying child, not a child's fever, nothing will stop me from getting to that newspaper and reading my story. To make sure that there was nothing really wrong" (p.6).

Rachel "...But at that time I was still doing a lot of pre-worrying. She recognized this and she said to me "you seem so nervous!" just like in that tone. And there is nothing like someone recognizing the absolute truth about you to enrage me. And I was absolutely furious and I said "don't you ever say that again" (p.28)!

Examples Of The Responsible Adult Child's Drive For Power And Control:

Interview B - One's Relationship with Co-workers:

Rachel: "A critical element here is that through my recovery I learned a lot of improved communication techniques. So when I did have a problem with someone I would do something about it rather than build up resentment, avoid that person, whatever. It wasn't 100% though, because this particular person that I'm thinking of was grating....and it often started out where the person was quite likable and I don't know if it was the nature of the magazine and because it paid so little you got people who were sort of on the fringe, like had talent but had personality problems. This often happened. So anyway this fellow, what grated me most was as soon as I came in he would say "you got messages from...." and he would list all of my messages. Well, he had already put the slip of my desk there was no need for him to tell me verbally and maybe it doesn't sound so weird telling it this way but it started to really bug me because it sounded to me after he did it over and over again that it was his way of saying "why weren't you here at the office at 9 like me so that you could take your own messages". That's what it was saying to me. But I never actually got into a real heart felt, let's put everything of the table, conversation with him. I did make it very clear that, he sometimes would give his own answers to the people instead of just giving me the message call so and so. He would say to me "well I told them that you would probably wouldn't..." And I would say please don't do that, please just let me call the person back because that's my decision not yours and he would not ever say "oh, sorry about that. I

understand, I won't do that again." He would get defensive, he would get pouty, and the reason that I said to myself I cannot have a real open discussion with him was because I knew it wouldn't work. I just knew it wouldn't work. And that was one of the relationship problems that I felt I didn't, I kept my boundaries but I didn't go as far as I could because I didn't think that it was possible. I really didn't think that it was possible with him. He was too out of it" (p.12).

Rachel: "On the surface, but I felt that there was some deeper reason why he was doing it. Also a control issue, like he wanted me to know how incredibly efficient he was. To me it was a power thing for him to do that. It was definitely a power thing for him...Yah, I think that's the way I felt. But more than perhaps the veiled criticism of me coming in at all hours. Which I had to do because I had family. More than that was just he had a lot of ways in which he would try to grab power and that was one of them. Regardless of whether he thought I was late or not. Even if I was right on time he would have done it" (p.13).

Deri: "So now tell me, we already discussed the gentleman who grated on you, now was there another co-worker relationship"?

Rachel: "Right. And she came, up until the point she came I had a lot of power in this magazine. I put a lot, I made a lot of decisions about what stories went in. And about, well actually more than what stories went in, was things like deadlines, what kind of corrections that I would make at the

last minute which I knew would cost us money. But, you know, those were all within my power, there was no one else. I was the liaison person with the printer and I was the only liaison person".

Deri: "And did you like that position"?

Rachel: "Yah".

Deri: "It sounds like a very powerful....".

Rachel: "Yah. And I didn't realize how much I wanted that until this other woman arrived" (p.16-17).

Deri: "If she had the power to veto your decision over last minute changes..."?

Rachel: "Oh, it would have been terrible because she would have, I think really gloated in that and it would have increased the animosity between us".

Deri: "How would it have made you feel"?

Rachel: "Out of control. Like the magazine would not reflect my perfectionism".

Deri: "And that would really bother you"?

Rachel: "Yes".

Deri: "And it would make that situation quite unbearable"?

Rachel: "Yes. Yes" (p.24).

Interview C - One's Relationship with Supervisors:

Rachel: "...But on the other hand, telling Marge that I had to quit the magazine I knew that they had to find someone else and I didn't want anybody else to do that. It was my baby. Then what would happen? I just felt like it was the end of my life. But I was so depressed and the headache was so all-consuming that I just couldn't work anymore and I was advised by my counselor to stop working for a while" (p.20).

Rachel: "...Why it was painful for me? Well I didn't want to be depressed and have to quit my job. I wanted to be successful and not sick and in control" (p.21).

Examples Of The Responsible Adult Child's Self-Esteem Based On Accomplishments;

Interview A - One's Relationship with the Work Itself:

Rachel: "...and I was a correspondent from a little town so I had a lot of freedom, I could discover my own feature stories and I had a set beat where I had to cover the sherif's office a couple days a week, attend school board meetings, county/government meetings, so...it was wonderful...My need for approval from the bosses was very high" (p.3).

Rachel: "...About a year after the magazine folded it really hit me, that I had no value because I'm not working. I would wake up with that horrible feeling that I'm nothing because I don't have a job...then of course I have guilt about that. "Am I a kept woman" (p.9).

Rachel: "...Okay Déri, part of me is lazy and scared to go out and look for a job, the other part of me says look how I've expanded by seeing there are some others things I can do with my life rather than just be focused on having prestige by being able to say I'm editor of a magazine, oh that meant so much to me..." (p.10).

Rachel: "...but in my heart that voice comes in, well I don't know its not in my heart its on my shoulder actually, and it says "so, you're just lazy. You're not really doing what you could be doing. This is just a big excuse for just being lazy and good for nothing" (p.11).

Rachel: "Yes, I'm just thinking, lets say its a six year old and it seems like I can't do anything right at home, but I go to school and the teachers tell me how wonderful I am. So, I get addicted to that because I don't get it at home, I don't get that many compliments at home but I do at school. So I'm constantly then looking on the outside and I suppose it starts in the womb. If you are fully accepted and not criticized from the moment you are conceived, I think that's how you really think of yourself" (p.12).

Interview B - One's Relationship with Co-workers:

Rachel: "...In fact, there was a metaphor that I used to describe my life before I went in to recovery. It was of a circus performer spinning plates on those sticks and I had like a dozen, six in each hand. And I was really good, and I wanted people to know that I was really good. I wanted people to be really envious, like wow, how does she do all that? That was really important to me. So I'm spinning these plates and I get into recovery and I start getting feedback from counselors and they are saying let one plate go and see what happens. And I'm afraid I'm going to die, I'm afraid I'm going to be a nothing and nobody because my identity was those big plates spinning" (p.7).

Deri: "...prior to 1986 if I asked you to describe yourself how much significance would your work have in your description"?

Rachel: "How much significance would it have in my life"?

Deri: "With children".

Rachel: "Without children, it probably would have been around 95%-98%. Something like that" (p.9).

Rachel: "...I remember instantly that fear of being fired. What if they fire me over this? I really, that was a big fear" (p.15).

Deri: "How long did you hang on to things like that? How long did you hang on to 'oh my god I made that same mistake twice' or 'I spelled that wrong'? Were you able to let go of it right away or...."

Rachel: "No. I would hang on to it until the next thing happened. I would hang on for a long time, and again it would get put in to the bowl. Oh here's another reason to doubt myself which will be combined with all the things that I do well and that I'm proud of and it will fluctuate and I will feel great today and I will feel like shit tomorrow and this is my life" (p.17).

The Mascot Adult Child

Examples Of The Mascot Adult Child's Feelings Being Controlled By Others:

Interview A - One's Relationship with the Work Itself:

Mario: "...I used to do family work until about a year and a half ago and I just decided it was becoming too specialized and too fraught with stress for me...I didn't want to really get caught up in it....I get all caught up and I take things personally. So...my family was a bad one for, really bad for that, so I made a conscious decision to steer people to other lawyers" (p.1).

Mario: "...A standard simple will but he wants a wake and I've never had a clause in a will that, you know, I want a party. You think it would be simple to draft something like that but I end up trying to spend, rather than, just say screw it I'll draft my own, I spend hours trying to see if anyone else has drafted one" (p.11).

Mario: "Well, you know , I've come to this conclusion after I started to do this ACOA work, I had a long look at me and what I've been doing and where I've been going and that kind of stuff. I think when I left home I left with the feeling that I wasn't worth while and I had to set out ultimately in some course of action that would at least outwardly let the world know that Mario was in fact okay" (p.12).

Interview C - One's Relationship with Supervisors:

Mario: "...they come from a different school or philosophy where winning by intimidation or something like that. I encounter those types of lawyers regularly and they really turn my guts" (p.10).

Mario: "...The holiday thing with me or my, the roll of the eyes, had nothing to do with my partners, it's just me. I don't. There's lots of things that still carry over from my childhood. Weird things that don't serve me well now and one of them is my reaction to holidays. I'd rather just not take them. I know now, I sense when I need to get the "h" out of the office..."(p.17).

Mario: "Oh yes. Like it's , you know. And of course Robert, it's really of not real concern to him because he's sitting at his desk reading brochures about Africa. So he knows he isn't going to be here no matter what happens. So I'm feeling alone. I'm feeling insecure. I'm feeling frustrated. All those. I had a look at that this morning. I got up this morning and 'fuck' what's wrong with you guts? (p.24)?

Examples Of The Mascot Adult Child's Need To People Please:

Interview A - One's Relationship with the Work Itself:

Mario: "I forget at times that it is, that the problems that crop up on a file are my clients problems or my clients difficulties, they are not my personal difficulties" (p.1).

Mario: "...But I would rather spend the time, albeit unproductive, and get that information and establish a rapport with somebody rather than be Mr. Cold Clinician and you know, just the facts... (p.4).

Mario: "...You will very, very seldom find anybody happy with the result of a divorce. Both sides are going to walk away not happy...to take on that person's matrimonial problem you could very easily risk losing them. ...It doesn't matter if you've done a bang up job they are going to come out hurt..." (p.6).

Mario: "Well, prior to my doing some work on me it was far more a conscious role play. I was playing lawyer, as I perceived that role by observing those that I worked with...But, it was a role and it was one that I was more often than not at least mildly uncomfortable with and at times very much so" (p.7).

Interview B - One's Relationship with Co-workers:

Mario: "...I have, we have, I think in large part due to me, a relatively poisoned work environment. I'm always telling, well in a human right sort of sense, I'm always collecting and trading disgusting sexist jokes and things with, not so much as staff, I make no bones about it. I use their phones out there all the time, and I trade jokes with clients and other contacts. I, that's just how I relate to people" (p.7).

Mario: "I trade jokes, off-colored jokes and I fall into that role and it goes over very well. It's not a role, it's me. And that's how I relate ..."

Deri: "So it sounds like wherever you go, most people, like being with you, most people are very open to you and receptive?"

"Mario: Yes. Yes."

Deri: "You like to make people happy?"

Mario: "Yes. Definitely" (p.10).

Mario: "...Anyway. So, you know, even after firing her, I would write her, of course, a very nice reference letter and help her get a job and you know, we're still sort of buds I would suspect" (p.18).

Mario: "...Because that is very important to me. I don't want anybody to not like me...It's when I'm one-on-one, face to face with somebody, I'm not going to say nasty stuff to them. Even if I'm, you know, I'm plumb to bursting with wanting to say it, I won't..." (p.19).

Mario: "...Oh yah. I joke a lot. I'm a happy guy. Or I find I spend a lot of time in humor. I try to find the humor in things, Even to the point of it being inappropriate" (p.21).

Interview C - One's Relationship with Supervisors:

Mario: "...Generally speaking with authority figures I do not do well, I do not do well at all. Judges I don't like appearing in front of. I get all nervous and choked up" (p.9).

Mario: "...The same client had failed to file corporate tax returns, and he had gone to court and tried to cut a deal and he was bitching to me about blah, blah. I think I walked out with ah, I think he had a $500.00 fine or something and I just felt awful, like take it off my pay cheque or something" (p.14).

Mario: "I used to do a lot more socializing at the firm that I was at" .

Deri: "How were you at those"?

Mario: "Life of the party. Life of the Party, like I say I was Mr. Yuckman for the Christmas party that kind of stuff" (p.15).

Examples Of The Mascot Adult Child Being Attuned To Stress And Conflict-Hypervigilence:

Interview A - One's Relationship with the Work Itself:

Mario: "...I think that to be either a good criminal lawyer or a good family lawyer you have to be able to detach yourself completely from your client".

Deri: "...and you don't find that easy for yourself"?

Mario: "I can't. I can't do that. I used to be able to do it to a greater degree. But I for some reason can't anymore" (p.6).

Interview B - One's Relationship with Co-workers:

Mario: "...I would try to lighten it up if I thought that it was getting a little too heavy. I would throw something in to break it up"(p.13).

Interview C - One's Relationship with Supervisors:

Mario: "I started putting things together was: smell old factory stuff. I can remember how my dad smelled when he drank and said 'no way, I'm not drinking'. And it was just like that. And my dad used to come with his car banged, he would come home with his car banged up peddling some bullshit story. He would come, he would have burns where he had let cigarettes just drop on him and burn. He'd have cuts and stuff where he was just mucking around in the garage with tools when he was just blind drunk and he would

gash himself. You know he was always peddling some bullshit story to try to explain it"(p.5).

Mario: "...Oh it did. I think you've identified a pattern. I don't like going solo into a confrontation. I don't. I have recognized certain traits in me that aren't compatible with the profession that I am in. God and if you are a lawyer and don't like confrontation, you are in big doo doo. But that's me ..." (p.13).

The Scapegoat Adult Child

Examples Of The Scapegoat Adult Child's Need To Seek Higher Levels Of Risk And Excitement:

Interview A - One's Relationship with the Work Itself:

Sam: "...A lot of tom foolery and class clown stuff and very little attention paid, and scrambling like a mad son of a bitch when the exam came up to try and make a grade. And making it by the skin of my teeth" (p.5).

Sam: "...No human being could really survive it (smoking pot) for very long, but it was absolutely rip-snorting fun and school just kind of got in the way of it, you know" (p.6).

Sam: "...Yes, I got in to a little bit of problems with drinking and driving and drugs and stuff like that..." (p.8).

Sam: "...Well, I might be kind of expecting to be listless because I have been on holidays for a while and if I go back to work I'm not listless. That, the excess and the poverty, that if you went back to my childhood you would see it and it just seems a pattern that shot through every cell in me, I think. So I really have, my life is about excess and squalor. It really is."

Deri: "So the extremes"?

Sam: "Yes. Pendulum. I think my parents were like that too. They were either doting or completely cold." (p.24).

Interview B - One's Relationship with Co-workers:

Deri: "you had a sparkle of mischieviousness in your eyes when I was discussing..."

Sam: "I can't avoid that sometimes" (p.3).

Sam: "...I told him to go home and I told the person that he was with to *drive* him. I think that I might have implied that he should do that before I did" (p.18).

Sam: "...It's, I just think that there is a number of things that I do on a daily basis that if I didn't it would make life an awful lot easier" (p.20).

Deri: "Okay. So you've got to have a little bit of a self destructive thing every once in a while..."

Sam: "I guess so. I guess so." (p.22).

Interview C - One's Relationship with Supervisors:

Sam: "...No. I said 'if you ever do that , I will take you out back and I will beat you until you are black and blue.' And I meant it and he backed down and I still know him to this day and every time that I talk to him, he's got that little quiver in his upper lip. Because I contributed more there than he ever did and I said 'look, I'm going through some difficulties right now and you are simply going to tolerate them or you are going to die not tolerating them'" (p.14).

Deri: " Would you say you tend, you are prone to overreacting"?

Sam: "I wouldn't say that as a rule, but the truth of the matter is as a rule, situations that stab me like that don't happen very often. So if I was given fifteen exact same situations, I would probably give you fifteen difficult reactions to them. So the answer is yes I guess." (p.20).

Examples Of The Scapegoat Adult Child's Defiance Of Authority And Accomplishment:

Interview B - One's Relationship with Co-workers:

Deri: "Has there been examples that you can give me where a co-worker or somebody has criticized what you have done that didn't go over that well?"

Sam: "Yes. Well you know me. He had something handled through the management without, which quite easily could have been brought directly to me and I didn't like it a bit." (p.5).

Sam: "...And I was nothing short of livid that he didn't stick his head in my office and say 'listen what was this?' Rather than bringing it up as a complaint. And I am that way about it, I mean I have a real thin skin for people that want to get litigious over a little thing like that and deal with it with the force of the real estate licensing act and all that heavy shit. So I didn't handle it worth a damn. I really didn't. I was livid and I let them know that I was livid." (p.5).

Sam: "...I mean you just have to make certain that you cross all the T's and dot all the I's. And I'm the kind of person that writes freehand, you know. I don't necessarily want to be under that kind of..."

Deri: "You don't necessarily like to follow the rules".

Sam: "Well, nobody does. Nobody does. ..." (p.6).

Sam: "I'll tell you what sets me off is things like cops showing up at my door with parking tickets. Now that one will send me ballistic. It just makes me livid especially if it is you know something stupid like the parking meter expired. Those kinds of things which take away my power and my rights over an impossibility like a parking meter because there isn't anybody on this planet who could work through the downtown core without getting ticketed. And to send somebody to my door in a uniform with a gun in his holster to deal with a parking ticket. It just makes me livid you know."

Deri: "You mentioned the word 'power', that the policeman takes away your power. Why do you have this funny grin on you face"?

Sam: "No because it is all authority isn't it"?

Deri: "So the authority part can piss you off if it is taking away your power in the process"?

Sam: "yes I think so, especially if it is stupid authority" (p.24).

Sam: "...Or give you a ticket for a left turn when you have clearly seen the cop do a U-turn right in the middle of it. Stuff like that, it really bothers me and I haven't got a clue why it is that it bothers me but it is one of the biggest things that gets me. And monopolies, things that have total power really drive me nuts" (p.25).

Sam: "...I do not like a bunch of pseudo-praise" (.p3).

Sam: "...Thanks. Listen the reward starts to come when the cheques start coming in" (p.5).

Sam: "...I do get a strong sense of indebtedness with people who are constantly praising me and I don't want that" (p.6).

Sam: "I wasn't about to do cash reports after the store was closed because they were paying me a commission and I was going home at nine. So I could do it in the morning and it could be done in the morning because it's slow in the morning. And he started raving on about how it's time that I learned who was in charge and how he didn't have to put up with any shit like that and if I tried going over his head I would be out of a job and so I handed him the store key and left" (p.10).

Sam: "...Well I mean you go into these office meetings and the obsequious ones are prodding every management decision and they got brown patches on their nose and they suckhole and they grovel..." (p.11).

Sam: "...Boy I tell you some of those corporate managers said, or what they say to their obsequious followers they would be at their dentist the following morning and I won't take it. And I guess maybe what my position is on that is, you know I have had enough let downs and disappointments in my life and I have had less than the accomplishments in my life than I would like to, certainly all my life and I feel defensive enough about it that I will protect me from those kind of put downs and some kind of people can take them and absorb them and I just don't happen to be one of those guys..." (p.11).

Sam: "...I talk to myself ruder than any of those guys ever did it's just that I have the sense not to punch me...The guys higher up spoke extremely condescending to the people below them. A lot of those guys, you know, just take it. To me it's like a rape. It's a violation of me and it's excessively needless and I just simply have a standing policy that you don't do that" (p.12).

Deri: "What do you mean by, when you say you know you definitely have a problem with authority and structure"?

Sam: "I will not be in a situation where somebody is granted power over me".

Deri: "Why"?

Sam: "Well because ...Why? Because I find it incredibly minimizing. And I just have been minimized all that I want to minimized..." (14).

Sam: "...I was really drinking heavy at the Marco Polo Store and this little Irish manager took me to the sander one day and he said 'production was down and he didn't like the fact that I was coming in late' and he said 'if you continue this in spite of your record, I'm going to have to let you go..." (p.14).

Sam: "...I'm certainly the personality profile to quit before you can get me. Push me too hard with these questions and you will see" (p.15).

Deri: "Why do you think, after you have mentioned this, this problem with authority and structure and stuff, where do you think that this stems from?"

Sam: "Well I have no respect for it. It has failed me all my life....I see them as a trap and I resent a man with a gun coming to my door to collect when I don't pay. And I resent the unilateral decision to up it by some late fee when it is not paid on time and I resent the fact that I can't get my license plates renewed." (p.19).

Sam: "...Total absolute innate lack of respect for the people who put themselves out as the decision makers and the law makers".

Deri: "You don't get born with lack of respect of authority, something has to happen along the way".

Sam: "Well, it is innate in the respect that I don't think I have any real power to affect any change on it. I mean it is burnt in there and not everything that is innate is from birth you know. It's very, very deeply set and I can't..." (p.19).

Sam: "...but if he tries to take the, what is the work, the sycophantic approach, flattering all over you and that stuff is you know it's like a put down. It is like I am so goddamned stupid and so starved for praise that if he tells me that I am a good boy I am going to go right to work. It really bothers me" (p.28).

Sam: "...The pretense really gets to me. Everybody running around so blatantly singing their praises, bragging, and the relationships where one individual who is inferior to another is running around falling all over them and that. I monitor human behavior with a rather jaundiced eye" (p.30).

Examples Of The Scapegoat Adult Child's Tendency To Avoid Real Issues:

Interview A - One's Relationship with the Work Itself:

Sam:: "...I have a bit of a resistance to it all (counseling/ACOA). I don't think that it is a movement that should have been embraced quite as vigorously as I embraced it, that's all. And I got so far down that road and I said 'fuck', this leads to the wrong town! I'm going back!....All I'm really, I guess , a little apprehensive about is...no, is just getting into all of the ACOA shit again..." (p.1).

Sam: "...I've been an AA quite a bit more. I take it in spurts. And I went to quite a pile of meetings about six months ago and tried to get a handle on something that I once had with that. Didn't get it" (p.3).

Sam: "Well school was a little less fun, to say the least. And I didn't do well because I never got the homework done. I never took it seriously. I knew in my heart of hearts that I was stupid and so I couldn't learn anything. Put the simplest thing in front of me and I tried to make it so complex that it was un-learnable. And I never knew that I could learn until I started teaching myself, and that was about the time that I met you....I never knew that I could learn. I had a self-concept that I was an utter failure. In the years of school from about,

and it's really, really fascinating to me too because I know that I got through grade four just by the skin of my teeth...I found my report cards one time for grade two and they were all A's and it was, there was some fantastically large event that just made me un-teachable for some reason" (p.6).

Sam: "I have two speeds: and that is absolutely energetic, enthusiastic and focused, or the biggest never-do-well you ever met" (p.10).

Sam: "...I've never been comfortable with my strengths" (p.13).

Sam: "...There's a lot of things that I do moderately well because I got pretty good at them and then dropped them" (p.23).

Interview B - One's Relationship with Co-workers:

Sam: "...I used to get frustrated when I was in my other business and I wouldn't have been above firing a drill right through the wall and stuff like that..."

Deri: "Would you say at the time that you knew that work was taking the blame for a lot of other things that were going on or is it all hindsight now"?

Sam: "It's probably hindsight" (p.14-15).

Sam: "...It's like a savings account, you know. You can start it up and save like a son of a bitch for a month but to do anything with real commitment and consistency over the long haul, it's just not there" (p.21).

Interview C - One's Relationship with Supervisors:

Sam: "...Well why do you want to hear that stuff? Do you want to hear me suffer? It didn't feel good, I will tell you that...Well I got very , very angry and I

raved and I drove very fast back to the office and I emptied out my hard drive and I went home and I never went back" (p.9).

Sam: "...And it was fear that motivated me, it wasn't any kind of over confidence or some faux that I had in that particular situation because I was scared shitless that the structure would go out from underneath me" (p.15).

The Lost Adult Child

Examples of The Lost Adult Child's Need for Separateness and Autonomy:

Interview A - One's Relationship with the Work Itself:

Laura: "...I went to Hurtig Publishers as an invoice clerk, invoicing books. I spent a number, several years working with books in bookstores..." (p2).

Laura: "...I don't put out as much work, my result, my results are good. ...For me I feel that I don't produce as much as the others" (p.7).

Deri: "You work on the project by yourself?

Laura: Yes. Very independent work. ... there needs to be very little contact once you sign out a project. Very little contact between you and your co-workers. A bit of isolation actually, I find" (p.7).

Laura: "... No. And its like its not giving me a lot of things, my job doesn't give me anything much. It gives me a bit of socialization, not a hell of a lot because I don't want to spend a lot of time with these people outside of the office" (p.12).

Deri: "Most of your jobs and types of things that you have been doing have been pretty much on a individual...

Laura: Yes. ...Yes, very much so. I take my journal to work with me every day and when I need to write about my feelings I write them in there. It's my companion" (p. 15-16).

Interview B - One's Relationship with Co-workers:

Laura: "There was no expectations placed upon me in the family. ...Actually why I got married was pretty much to get out of home. ...I married him because of my family background and didn't know what else to do basically" (p. 2).

Deri: "Give me an example of how you act with someone in the coffee room"?

Laura: "...Acknowledgment of their presence kind of thing but not really opening up myself. Wanting to remain very closed..." (p.4).

Deri: "With where you work. Okay. Is there anybody specific on staff that you do have a good, that you would sit down and have tea with or coffee with"?

Laura: "No. No, I eat my lunches alone or I go to the park. I eat my lunches alone at my desk, or I go to the park and eat my lunches alone" (p.4).

Interview C - One's Relationship with Supervisors:

Laura: "...my recovery work is never very far some times from my actual work, it's not like I can separate the two" (p. 2).

Deri: "Is there a feeling of you being left out?"

Laura: Yes that is a large part of it" (p.5).

Examples Of The Lost Adult Child's Tendency To Withdraw:

Interview B - One's Relationship with Co-workers:

Laura: "...Yes I'm not that intimate ...well with the people that I work with ..." (p.4).

Deri: "Can you tell me if you can remember the span of time that it took you, from him standing behind you and it bothering you, to where you actually said to him 'I don't like when you stand there, it bothers me".

Laura: 'I wouldn't be surprised if a year had passed between the time that I first noticed the behavior and the time I actually..." (p.12).

Laura: "...they get together and they go out to a pub on a Friday night after work and I don't go because that's not where I want to spend my time. "We have also had lunch time engagements where we all bring something, ...I have participated in those. But the conversation just seems so limited, I just don't feel like I ...(fit in)" (p.17).

Laura: "Well I was going to say that confronting is a fearful, fearful thing for me especially in this instance I guess because I equate Pat with my mother somewhat. Like I don't...there is that comparison. I suppose that Pat holds some sort of power over me or that, it's a very childlike place actually. It's not a place of my adult operating, it's more of my child and the child is dissatisfied but the adult doesn't know how to take care of that and confront the individual with that" (p.9).

Deri: "But did you ever address her on it?"

Laura: "No. I didn't. I don't know how to do this. I don't know how to do this. I don't know how to do it Deri" (p.12).

Examples Of The Lost Adult Child's Need To Go Unnoticed:

Interview A - One's Relationship with the Work Itself:

Laura: "God what did I do before that, I did something, I had a life. I worked in bookstores" (p.2).

Deri: "You had said that you have been realizing that you need outside contact. So from that I gather that a lot of what you have been doing hasn't involved, regardless of the jobs and maybe some things outside of work, hasn't involved a lot of outside contact"?

Laura: "No. Often times I feel like I live my life in isolation. Like I have close friends and I have family members, but I'm not a really adventurous, in my head and in my heart I'm very adventurous, but in reality to go out and meet new people or to do new things I'm not that courageous."(p.14).

Interview B - One's Relationship with Co-workers:

Laura: "...But for the most part I don't, and it's like I'll say 'hi', but my conversation is pretty limited" (p.4).

Laura: "And when he's talking , there is a lot of eye contact between us and that makes me really nervous. Not that I, I look at a person's face when they are talking and I look at their eyes and stuff and that makes me feel really uncomfortable...So how did I sit? I sit in my chair, I usually lean my elbows on

the table. I do a lot of things with my hands, fidget with my hands, eyes down on my pages a lot" (p.6).

Laura… "...he likes to be chatty. And I'm not used to, I don't like people coming up to talk to me unless I want to be talked to. And I don't really encourage that..." (p.11).

Laura: ...I guess a lot of the loneliness and not feeling that I want to participate in these other peoples live, like what do I want to say to them" (p.16)?

Interview C - One's Relationship with Supervisors:

Laura: "I don't share a lot of my celebrations with many people....It's interesting, the negatives seem to get shared more than the positives" (p.15).

Role Theme Analysis Data

Total Statements Analyzed

The following pie chart /graph illustrates the number of statements that the researcher found significant for each role based on the three indepth interviews conducted with each of the four participants. Relying upon the researcher's knowledge and personal experience in the area of Adult Children of Alcoholics, statements were highlighted at the researcher's discression after several readings and repeated listenings of the interviews; a certain number of statements from each role participant was not predetermined or assumed in any way. This, therefore, explains why the number of statements analyzed for each of the four roles varies for each role. It is interesting to note that the two most visible roles tend to be that of the responsible child and the scapegoat. If one thinks back to the classroom of a typical junior high, it is easy to identify the honor student and the student who spends most of their time at the offiice, one can easily see the parallel. This analogy is represented rather clearly when one looks at the number of significant statements made by both the responsible child (30%) and the scapegoat (35%) in comparison to the number of statements made by the Mascot (18%) and the Lost Child (17%).

TOTAL INDIVIDUAL ROLE INTERVIEW STATEMENTS ANALYZED

	Responsible	Scapegoat	Mascot	Lost
MASCOT				
Need to Dispel Stress / Conflict	0/149 (0%)	2/175 (1%)	11/92 (12%)	0/86 (0%)
People Pleaser	1/149 (1%)	3/175 (2%)	42/92 (46%)	0/86 (0%)
Externally Controlled	11/149 (7%)	5/175 (3%)	9/92 (10%)	12/86 (14%)
Total Theme Statements Analyzed	12/149 (8%)	10/175 (6%)	62/92 (67%)	12/86 (14%)
LOST				
Need for Separateness & Autonomy	0/149 (0%)	1/175 (1%)	4/92 (4%)	19/86 (22%)
Go Through Life Unnoticed	0/149 (0%)	0/175 (0%)	1/92 (1%)	20/86 (23%)
Tend to Withdraw	1/149 (1%)	6/175 (3%)	1/92 (1%)	9/86 (10%)
Total Theme Statements Analyzed	1/149 (1%)	7/175 (4%)	7/92 (8%)	48/86 (56%)
SCAPEGOAT				
Defiant of Authority & Accomplishments	1/149 (1%)	55/175 (31%)	5/92 (5%)	1/86 (1%)
Avoids Real Issues	4/149 (3%)	41/175 (23%)	1/92 (1%)	2/86 (2%)
Seeks Risk / Excitement	1/149 (1%)	28/175 (16%)	1/92 (1%)	0/86 (0%)
Total Theme Statements Analyzed	6/149 (4%)	124/175 (71%)	7/92 (8%)	3/86 (4%)
RESPONSIBLE				
Self-Esteem Based on Accomplishments	32/149 (22%)	5/175 (3%)	2/92 (2%)	4/86 (5%)
Compelled to Perfection	36/149 (24%)	3/175 (2%)	0/92 (0%)	3/86 (3%)
Need for Power and Control	50/149 (34%)	13/175 (7%)	0/92 (0%)	0/86 (0%)
Total Theme Statements Analyzed	118/149 (79%)	21/175 (12%)	2/92 (2%)	7/86 (8%)
Uncategorized Statements	12/149 (8%)	13/175 (7%)	13/92 (14%)	16/86 (19%)
Total Interview Statements Analyzed (500)	149	175	92	86

TABLE 1

TABLE 1A

TOTAL INTERVIEW STATEMENTS ANALYZED

	Responsible	Scapegoat	Mascot	Lost
Total Interview Statements Analyzed (500)	149	175	92	86

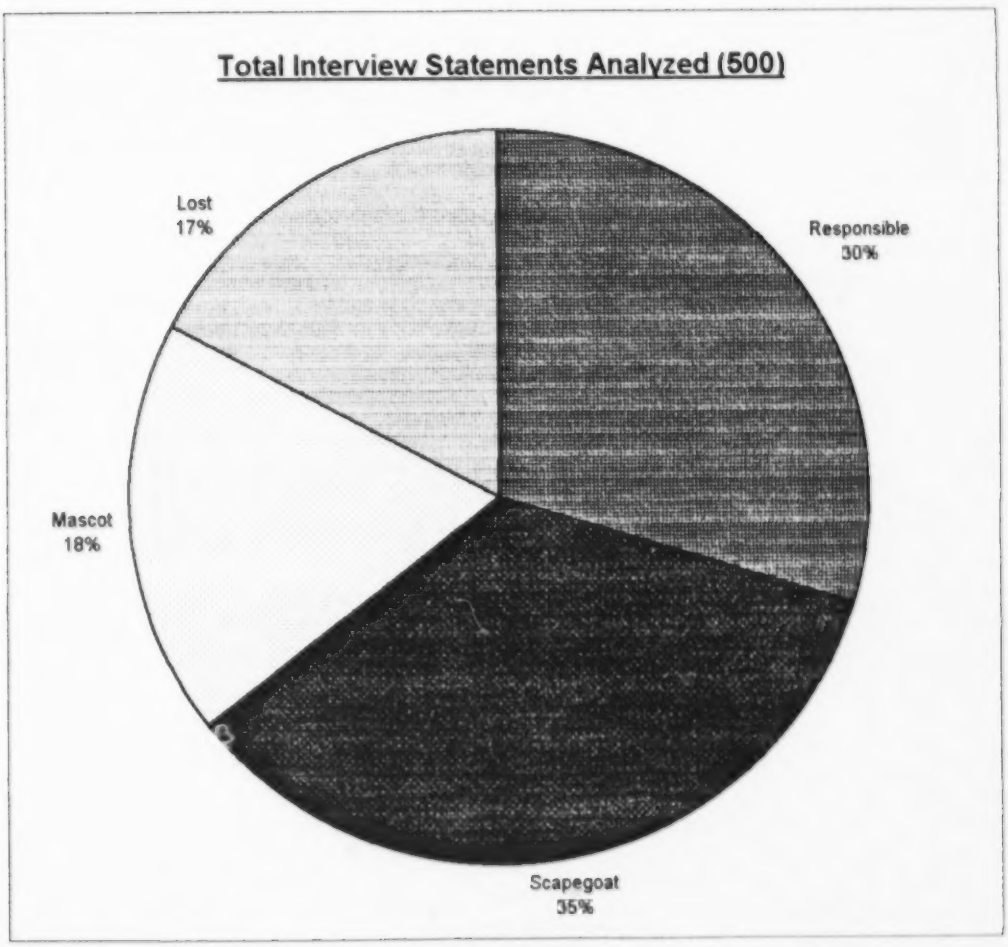

FIGURE 1

The Adult Mascot Child

The following table lists the three major themes that were derivied from the Role Thesaurus: the Mascot's need to dispel stress and conflict, the Mascot' s need to people please and the Mascot's tendency to have feelings and behaviors externally controlled by others. The table illustrates those statements that were categorized as being representative of one of the three major themes, related to the role of the Mascot. The data is presented in numerical format showing the number of representative statements compared to the number of statements analyzed in total for each role. For example, based on the theme *the need to dispel stress and conflict*, out of the 149 statements analyzed from the Responsible Child's interview and 86 statements from the Lost Child's interview, no (0) statements were found to fall into this category. However, two out of 175 Scapegoat statements and 11 out of 92 Mascot statements were found to be representative of this category. This data demonstrates that of the four roles, the Mascot had the highest frequence of related statements to this particular theme. The theme, *the need to dispel stress and conflict*, is based on the characteristics of the Mascot role and the Mascot in this study demonstrated the highest occurrence of statements related to this theme. Therefore, the data demonstrates that the role continued into the adult world of work in this particular instance. The table also indicates the numerical data in a percentage format which signifies the percentage of total statements made by each role that are indicative of the theme in question (i.e. 42 of the 92 Mascot statements relating to the theme of *the need to people please*, demonstrated that 47% of the Mascot's statements fell into this category). This percentage by far surpasses the number of statements made by

any other role representative. Thereby indicating that this theme continues to play a significant role in the Mascot's life.

The theme of *feelings and behaviors being externally controlled by others*, is the only theme that did not correspond with the major role from which the theme was derived. This is evident by the fact that 14% of the Lost Child's statements fell into this category, while only 10% of the Mascot's statements fell into this category. Possible explanations for this type of result are discussed in the following chapter. However, based on the three Mascot themes, 67% of all the Mascot's statements analyzed, fell into one of these three major themes. This result supports the assumption that the Mascot role continues to play a significant functionin the life of this Adult Child of an Alcoholic.

TABLE 2

MASCOT'S INTERVIEW RESPONSE GRAPH

	Responsible	Scapegoat	Mascot	Lost
MASCOT				
Need to Dispel Stress / Conflict	0%	1%	12%	0%
People Pleaser	1%	2%	46%	0%
Externally Controlled	7%	3%	10%	14%
Total Theme Statements Analyzed	8%	6%	67%	14%

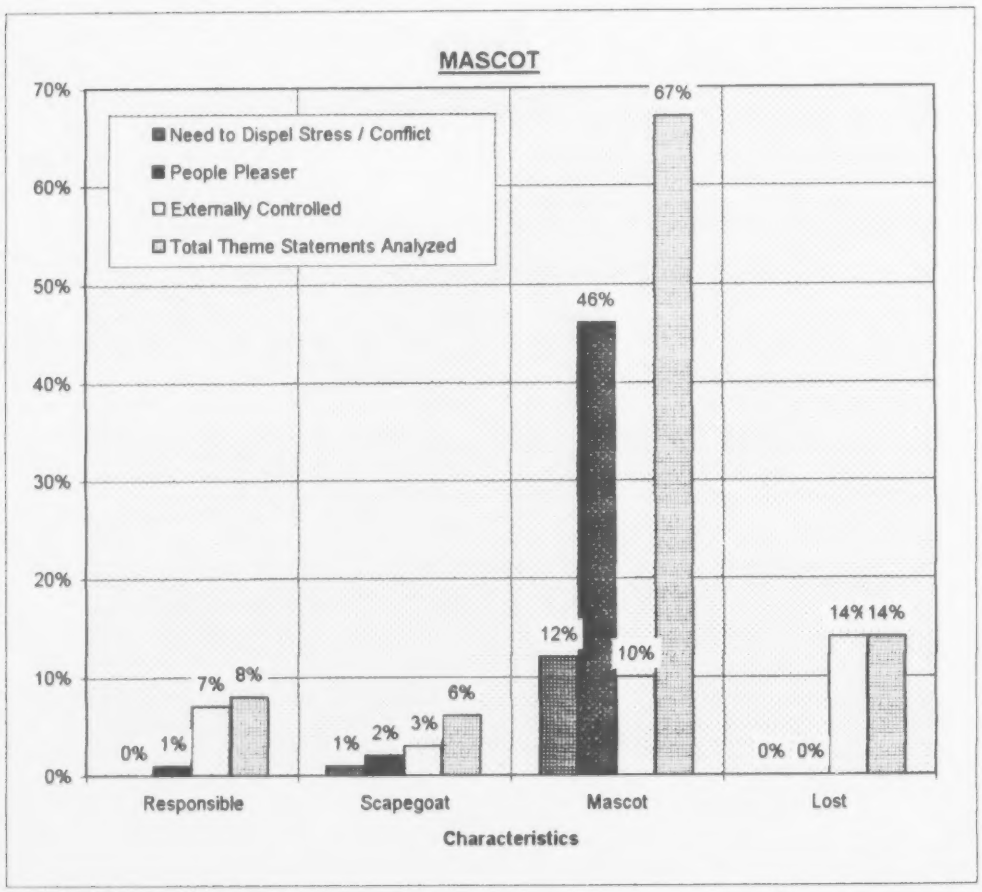

FIGURE 2

The Adult Responsible Child:

The following table lists the three major themes that were derivied from the Role Thesaurus: the Respsonsible Child's need to have *self-esteen based on accomplishment*, the need to be *compelled to perfectionism* and the *need for power and control* . The table illustrates those statements that were categorized as being representative of one of the three major themes, related to the role of the Respsonsible Child. The data is presented in numerical format showing the number of representative statements compared to the number of statements analyzed in total for each role. For example, based on the theme *self-esteem based on accomplishment*, out of the 149 statements analyzed from the Responsible Child's interview, 32 or 22% of the statements were found to fall into this category, while only 3% of the Scapegoat's, and 2% of the Mascot's statements fell into this category. The Lost Child had the second highest number of representative statements with 5%. Obviously the Responsible Child clearly dominated this particular theme. This data demonstrates that of the four roles, the Responsible Child had the highest frequence of related statements to this particular theme.

The same holds true for the other two themes that were represeantative of this role. The Responsible Child scored the highest percentages by far (*i.e. compelled to perfectionism - 25% and need for power and control - 34.%*) compared to that of the other three roles. When one combines the total representative statements based on the three major themes, the Responsible Child demonstrates a significant relationship between her role as a child and the continuence of the role today. This is based on the fact that 79% of her statements were found to relate directly to one of the three themes. Therefore, the data clearly

demonstrates, with little if any doubt, that the role continued to be present in the adult world of work for this particular participant.

TABLE 3

RESPONSIBLE CHILD'S INTERVIEW RESPONSE GRAPH

	Responsible	Scapegoat	Mascot	Lost
RESPONSIBLE				
Self-Esteem Based on Accomplishments	22%	3%	2%	5%
Compelled to Perfection	24%	2%	0%	3%
Need for Power and Control	34%	7%	0%	0%
Total Theme Statements Analyzed	79%	12%	2%	8%

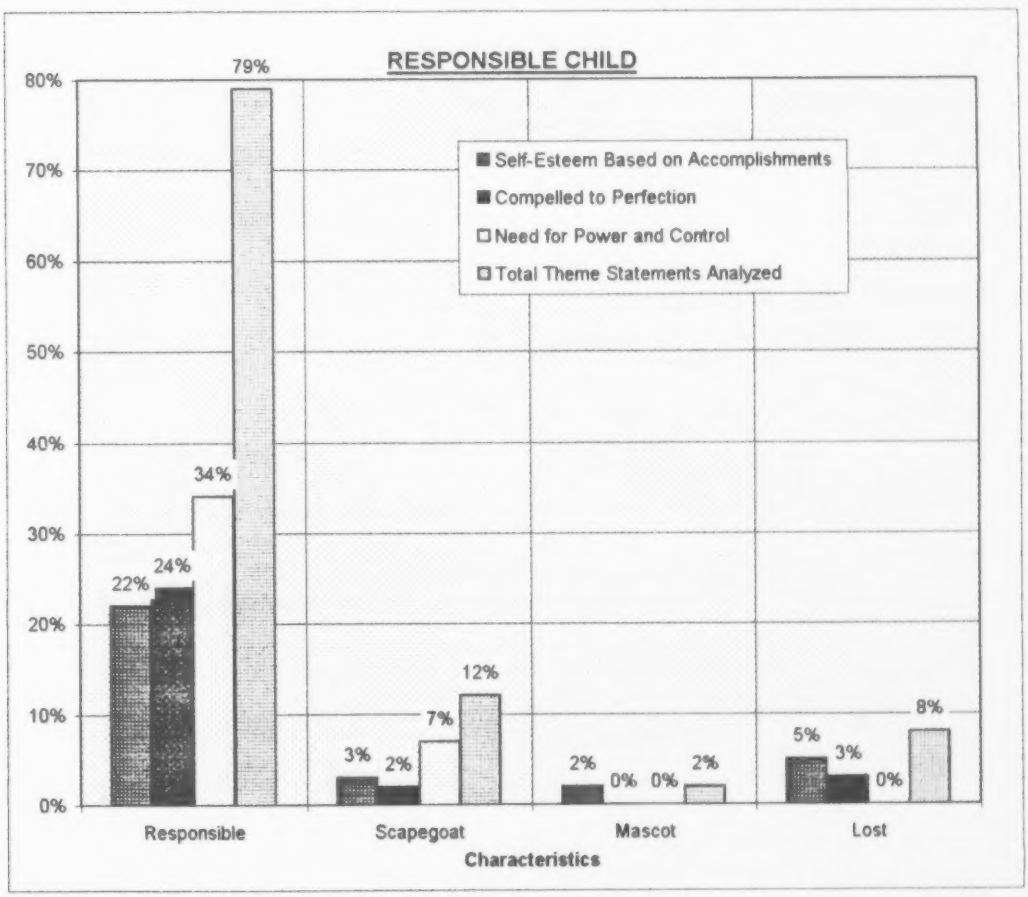

FIGURE 3

The Adult Scapegoat Child:

The following table lists the three major themes that were derivied from the Role Thesaurus: the Scapegoat's need to be *defiant of authority and accomplishments*, the need to *avoid real and causal issues*, as well as the need to*seek risk and excitement*. The table illustrates those statements that were categorized as being representative of the three major themes related to the role of the Scapegoat. The data is presented in numerical format showing the number of representative statements compared to the number of statements analyzed in total for each role. For example, based on the theme *defiant of authority and accomplishments*, out of the 175 statements analyzed from the Scapegoat's interview, 55 or 31% of the statements were found to fall into this category, while only 1% of the Responsible Child's, and 1% of the Lost Child's statements fell into this category. The Mascot had the second highest number of representative statements with 5%. It is apparent that the Scapegoat role results clearly dominated this particular theme. This data demonstrates that of the four roles, the Scapegoat had the highest frequence of related statements to this particular theme.

One can see that this is also true for the other two themes that were represeantative of this role. The Scapegoat scored the highest percentages by far (*i.e. avoids real and causal issues - 23% and seeks risk and excitement - 16%*) compared to that of the other three roles. In total, the number of statements made by the Scapegoat that directly related to the three themes analyzed, was 124/175 or 71%. Therefore, one can clearly see that the data strongly supports the assumption that the role of the Scapegoat, continues to be present in the adult world of work for this particular participant.

TABLE 4

SCAPEGOAT'S INTERVIEW RESPONSE GRAPH

	Responsible	Scapegoat	Mascot	Lost
SCAPEGOAT				
Defiant of Authority & Accomplishments	1%	31%	5%	1%
Avoids Real Issues	3%	23%	1%	2%
Seeks Risk / Excitement	1%	16%	1%	0%
Total Theme Statements Analyzed	4%	71%	8%	4%

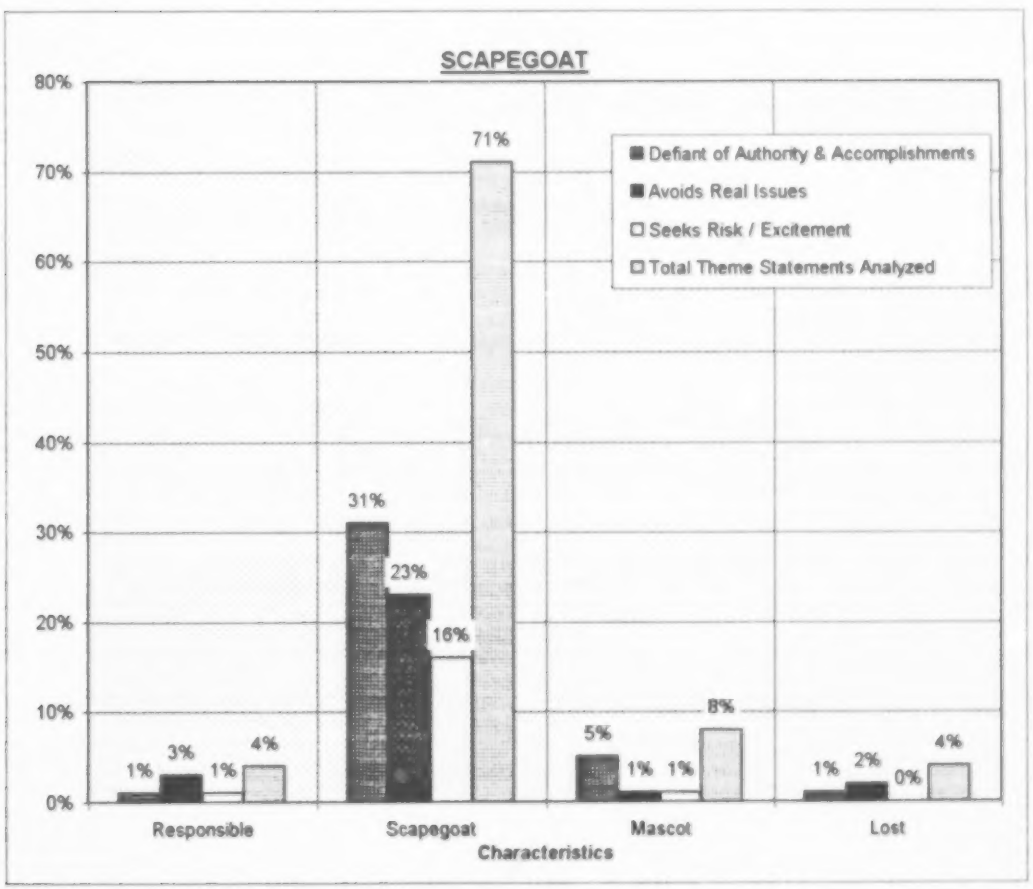

FIGURE 4

The Adult Lost Child:

The following table lists the three major themes that were derivied from the Role Thesaurus: the Lost Child's need to be *seperate and autonomous*, the need to *go through life unnoticed* and the *tendency to withdraw*. The table illustrates those statements that were categorized as being representative of one of the three major themes, related to the role of the Lost Child. The data is presented in numerical format showing the number of representative statements compared to the number of statements analyzed in total for each role. For example, based on the theme *need for seperateness and autonomy*, out of the 86 statements analyzed from the Lost Child's interview, 19 or 21% of the statements were found to fall into this category, while only 1% of the Scapegoat's, and none of the Responsible Child's statements fell into this category. The Mascot had the second highest number of representative statements with 4%. Obviously, the Lost Child clearly dominated this particular theme. This data demonstrates that of the four roles, the Lost Child had the highest frequence of related statements to this particular theme.

The same holds true for the other two themes that were represeantative of this role. The Lost Child scored the highest percentages in each of the other two themes. For example, in the theme of *going through life unnoticed*, the Lost Child had 23% of her statements fall into this category, while the Responsible Child and the Scapegoat had no (0.0%) statements representative of this theme and the Mascot had only 1 statement representative of this theme. In the third theme however, compared to the other results, the *tendeny to withdraw* was more visible amongst three of the four roles. Again the Lost Child had the highest

percentage of statements at 10%. However, the Scapegoat and the Mascot had percentages of 3% respectively, thereby demonstrating that this theme, although dominated by the Lost Child, may not be exclusive to only that that role. Combinining all related responses for all three themes, the Lost Child has 56% of her statements which correspond directly to her major role. Although this number is not as high as represented in the results of the other analyzed roles, it still demonstrates a relationship between the role developed as a child and it's continuence into adulthood.

TABLE 5

LOST CHILD'S INTERVIEW RESPONSE GRAPH

	Responsible	Scapegoat	Mascot	Lost
LOST				
Need for Separateness & Autonomy	0%	1%	4%	22%
Go Through Life Unnoticed	0%	0%	1%	23%
Tend to Withdraw	1%	3%	1%	10%
Total Theme Statements Analyzed	1%	4%	8%	56%

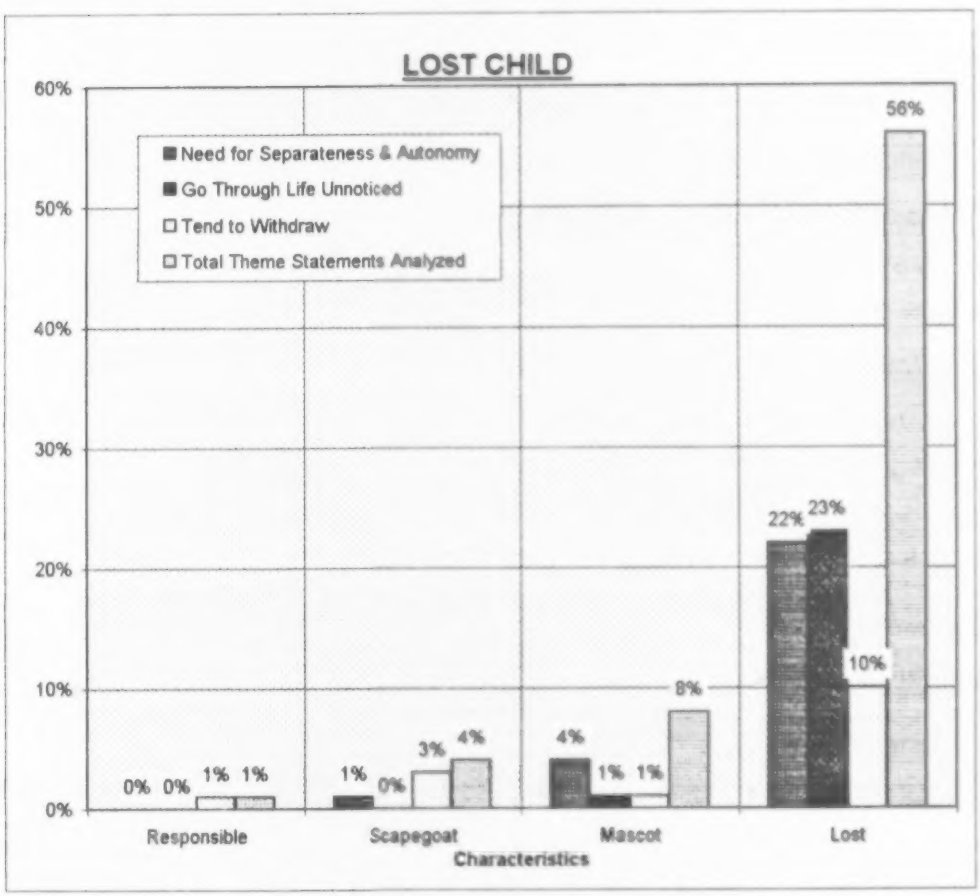

FIGURE 5

Uncategorized Statements Interview Response Data

The following is a graph illustrating the number of uncategorized statements from each of the four roles. The statements that were put into this category were those statements that were highlighted or deemed significant by the researcher upon reviewing the interview transcripts from each of the four participants. However, when categorizing all of the significant statements, these were the ones that did not seem to clearly fit into any of the twelve themes derived from the Role Characteristic Thesaurus.

Upon considerable review and reflection of these statements, a new emergent theme became apparent which was reflected in all four of the roles. This theme was that of *"Showing Signs of Recovery"*.

The Responsible Child had 6/12 uncategorized statements that fell into this category. Some examples are as follows:

Rachel: "...Because the work I have done on myself has radically changed my attitudes toward my work." (Interview B, p.4).

Rachel: "...Don't you think it's too long? That's something I might have said before for instance, but now I'll just say, that's great, I'm really glad. And I can just leave it there so that the difference again on how I look at praise" (Interview C, p. 21).

Rachel: "I paint my nails, I never had time to do that before" (Interview A, p.10).

The Scapegoat had six out of thirteen related statements to recovery. Some examples of the Scapegoat's statements of recovery include:

Sam: "...I don't want to be the empty person that needs that praise so badly that...I would rather do quality work and satisfy myself and my people and that isn't going to get me a lot of praise because the industry doesn't do it that way" (Interview C, p.7).

Sam: "I, when I am in full swing I basically try to encourage anybody that needs encouragement and I try to bounce that without seeing my head swelling" (Interview C, p.5).

Sam: "I just got back from the States. I mean I/ve got to get back to work and this time I have got to break the pattern. I have to, and this time I will. I will do it" (Interview A, p.21).

The Lost Child had 10/16 statements that fell into the category of *Showing Signs of Recovery*. Some examples of this are as follows:

Laura: "...I actually volunteer more than I am asked. I'm not sure if that is good or not. I don't wait for people to ask me anymore. I used to, but I don't anymore" (Interview B, p.7).

Laura: "...I guess it's like taking a stand and I wanted to be treated differently ...but it wasn't okay just to leave Laura in the dark... " (Interview C, p.5).

Laura: "Well actually I think it was the you that always existed but was never allowed to come out because of all the other things on top. All the layers. The person, I feel that person that I'm becoming now is who I really am and who I really want to be. I kind of like her. And I want to allow her, allow myself to do

what I need that will be the best for me, for my own higher good. A lot of, I don't think this job is for my own higher good. It doesn't allow me to tap my level of creativity that I would like to tap. So I agree with what you said earlier that all my self care and my learning to be self loving and self accepting and wanting to do things in my own best interest. That I think has been my powerful, why I have changed my tune" (Interview A, p. 12).

The Mascot also had a number of statements relating to recovery. Seven out of thirteen uncategorized statements were examples of this. For instance:

Mario: "Like I said, the ACOA wok has made family more important to me, and part of that has been reflected in reduced hours spent at the job. It's also, I think I said already, made me more open to clients. I will tell them a lot more about me..." (Interview A, p.10).

Mario: "I'm happier. Like I said before it was like a second skin. I'm allergic to wool so it would be like wearing tweed long underwear or somethin, it was just yuck. Now that I've made some changes, I'm not spending as much time, I've loosened up, I've become I think I have let me come out in the job, that it has become easieer for me" (Interview A, p.13).

Mario: "...But the more important reasont that I was going into it was for the appearance, the status so called, that kind of thing. Once I started working on myself and accepted that yah I have faults but in essence I'm a good shit. I thought what the hell are you doing here sitting behind this desk listening to everyones els's problems, I thought 'who fucking needs it, this is bullshit'..." (Interview A, p.13).

One can see based on the aforementioned examples from each of the four roles, that each participant in their own way, have made realizations and changes to their lives as a result of their knowledge of Adult Children of Alcoholic issues and their work on their own recovery.

TABLE 6

UNCATEGORIZED STATEMENTS GRAPH

	Responsible	Scapegoat	Mascot	Lost
Uncategorized Statements	8%	7%	14%	19%

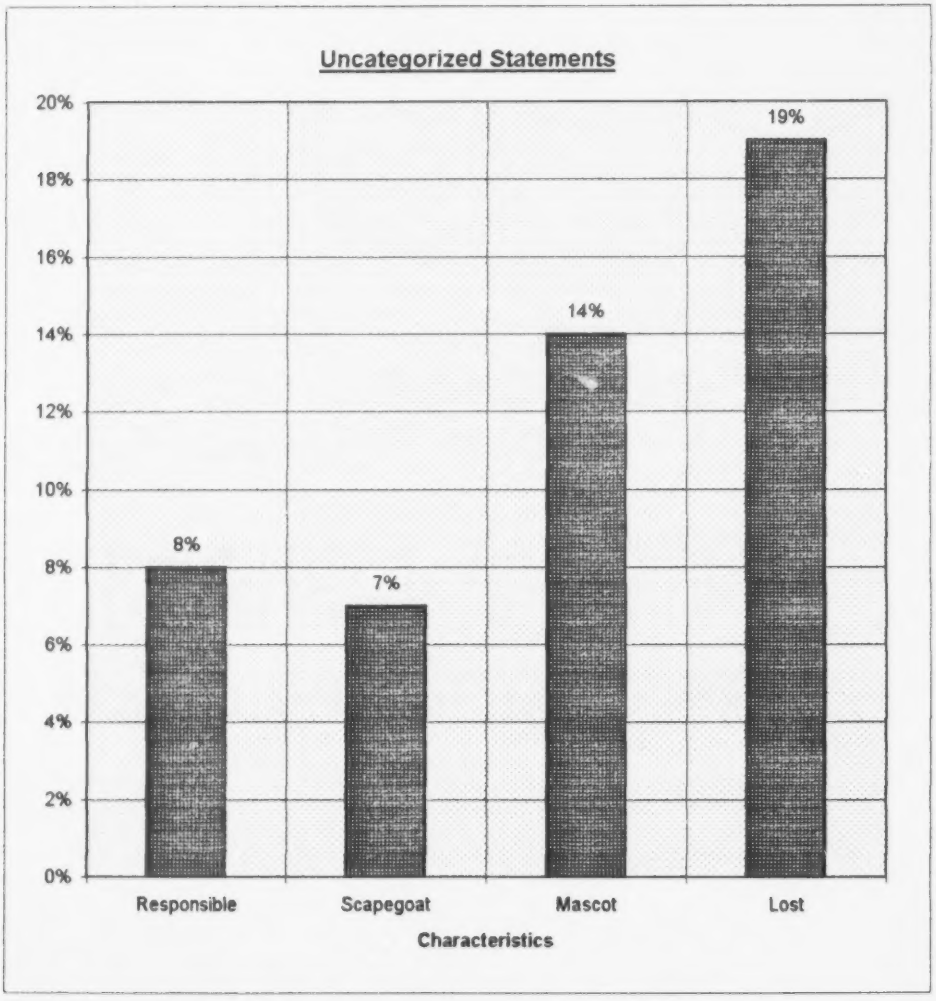

FIGURE 6

Role Characteristics Checklist: Interview Group Results

The following table and graph indicate how each of the four role representatives that were interviewed, scored on the Role Characteristics Checklist. This Checklist was developed by the researcher based on the information contained within the Role Thausarus which in turn was developed by the researcher based on the Literature Review. It is important to remember that this checklist was developed and used specifically to provide a validity check in terms of self-identifying one's major role. This same checklist was given to four new representatives of each of the four major roles, however, this Comparison Group was not interviewed. The fact that this instrument was based on one's self perception must be kept in mind when viewing and interpreting the data.

Based on the following table and graph, one can see that two of the four participants self-indentifyed the majority of characteristics pertaining to their major role. For instance, the Responsible Child chose 51/86 or 59% of her role related statements and the Lost Child chose 29/54 or 54 % of her role related statements. These two role participants demonstrate a positive relationship to being able to self-identify their major role. In contrast, the Mascot chose 23/46 or 50% of his role related statements and had a close second identifying almost as strongly with the Lost Child's characteristics (26/54 or 48%). Although the Mascot did self-identify himself as primarily Mascot (50%), having such a high percentage in another role does indicate possible role confusion. This is discussed at greater length in the following chapter. The Scapegoat's results also deviated from what was expected. The results indicated that the Scapegoat

strongly indentified with 34/46 or 74% of the Mascot's characteristics and only 30/50 or 60% of his own characteristics. These results are quite perplexing when one considers that the interview data of the Scapegoat strongly supported that the participant's major role was the Scapegoat. This could be indicative of a weakness in the checklist itself or in the self-perceptive nature of the checklist. Again, this is discussed further in the following chapter.

TABLE 7

ROLE CHARACTERISTIC CHECKLIST: Interview Group Table & Graph

	Responsible	Scapegoat	Mascot	Lost
MASCOT	31/86 (36%)	17/50 (34%)	23/45 (50%)	26/57 (46%)
LOST	25/86 (29%)	12/50 (24%)	20/46 (43%)	29/57 (51%)
SCAPEGOAT	30/86 (35%)	30/50 (60%)	34/46 (74%)	24/57 (42%)
RESPONSIBLE	51/86 (59%)	11/50 (22%)	15/46 (33%)	11/57 (19%)

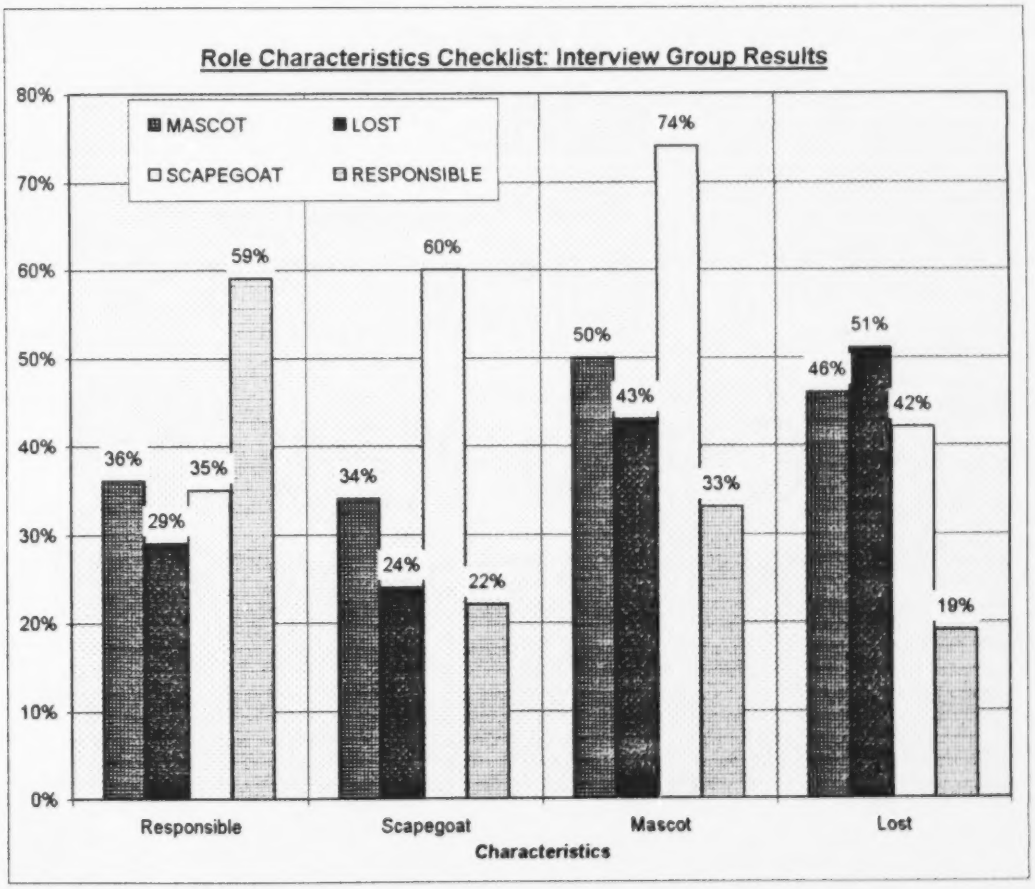

FIGURE 7

Role Characteristics Checklist: Comparison Group Results

The following is a table and graph representing the results of the same self-perceived checklist given to the group of participants who were interviewed (the Interview Group). The same caution must be remembered when viewing and interpreting this data; that being the self perceptive nature of the instrument causes certain limitations as to the reliability of this data. Two other factors that may influence the data, are that the researcher had no prior personal, or professional contact with this group, as well as the fact that each member or the comparison group currently is working professionally in the addiction field.

The Lost Child and the Responsible Child both demonstrated that they had little difficulty in self-identifying with their major role characteristics. The Lost child indentified with 74% of his major role characteristics from the checklist, while the Responsible Child indentified with 88% of her major role characteristics. However, the role distinction for the other two participants was not as clear.

The Scapegoat for instance, self-identified himself with 57% of the Lost Child's characteristics, followed by 46% of his own major role characteristics. In fact, the Scapegoat tended to identify quite readily with all four roles having identified with 45% of the characteristics of the Responsible Child and 41% of the Mascot characteristics. This deviation from the expected results is discussed in the following chapter. The Mascot from this group follows the pattern of the Scapegoat, but to a lesser degree. The results indicate that the Mascot identifies most strongly with the Responsible characteristics having identified 81% with

this role. His second highest score is his own role having identified with 67% of the Mascot related statements. However, he also identifies quite strongly with the Scapegoat having chosen 58% of this role's characteristics and with the Lost Child having chosen 52% of role's characteristics.

TABLE 8

ROLE CHARACTERISTIC CHECKLIST
Comparison Group Table & Graph

	Responsible	Scapegoat	Mascot	Lost
MASCOT	70/86 (81%)	29/50 (58%)	31/45 (67%)	28/57 (49%)
LOST	16/86 (19%)	21/50 (42%)	27/47 (59%)	40/57 (70%)
SCAPEGOAT	39/86 (45%)	23/50 (46%)	19/46 (41%)	31/57 (54%)
RESPONSIBLE	76/86 (88%)	34/50 (68%)	38/46 (83%)	37/57 (65%0

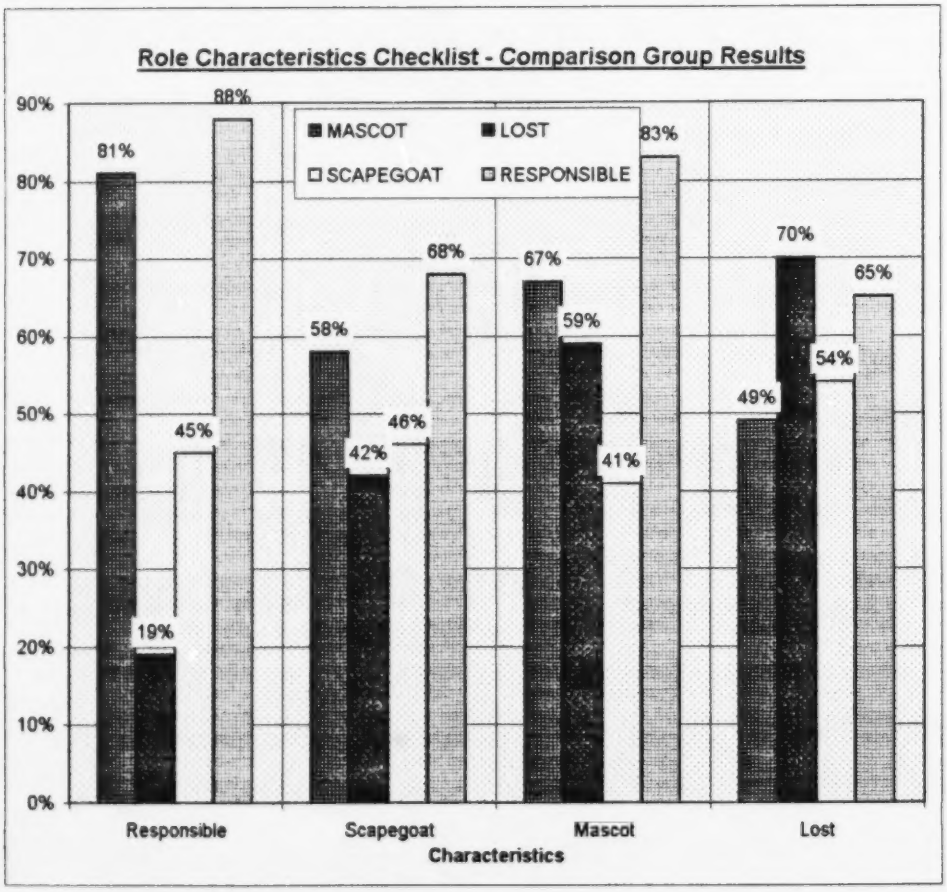

FIGURE 8

Role Characteristics Checklist: Overview Data of Interview and Comparison Groups

Mascot Role Characteristic Checklist

The following is a chart and graph which represents the results from the Role Characteristics Checklist based on the self perception of the Mascot in both the Interview Group and the Comparison Group. The primary purpose of this graph is to demonstrate any major differences and/or similarities between the two groups of participants. One can see from the graph that the Mascot from the Comparison Group consistantly identified with more characteristics from each of the four roles than did the Mascot from the Interview Group. It is also evident that the Mascot from the Comparison group did not identify most strongly with his own major role (i.e. Responsible Child Characteristics - 81%, Mascot Characteristics - 67%).

TABLE 9

MASCOT ROLE CHARACTERISTIC CHECKLIST GRAPH

	Responsible	Scapegoat	Mascot	Lost
INTERVIEW MASCOT	36%	34%	50%	46%
COMPARISON MASCOT	81%	58%	67%	49%

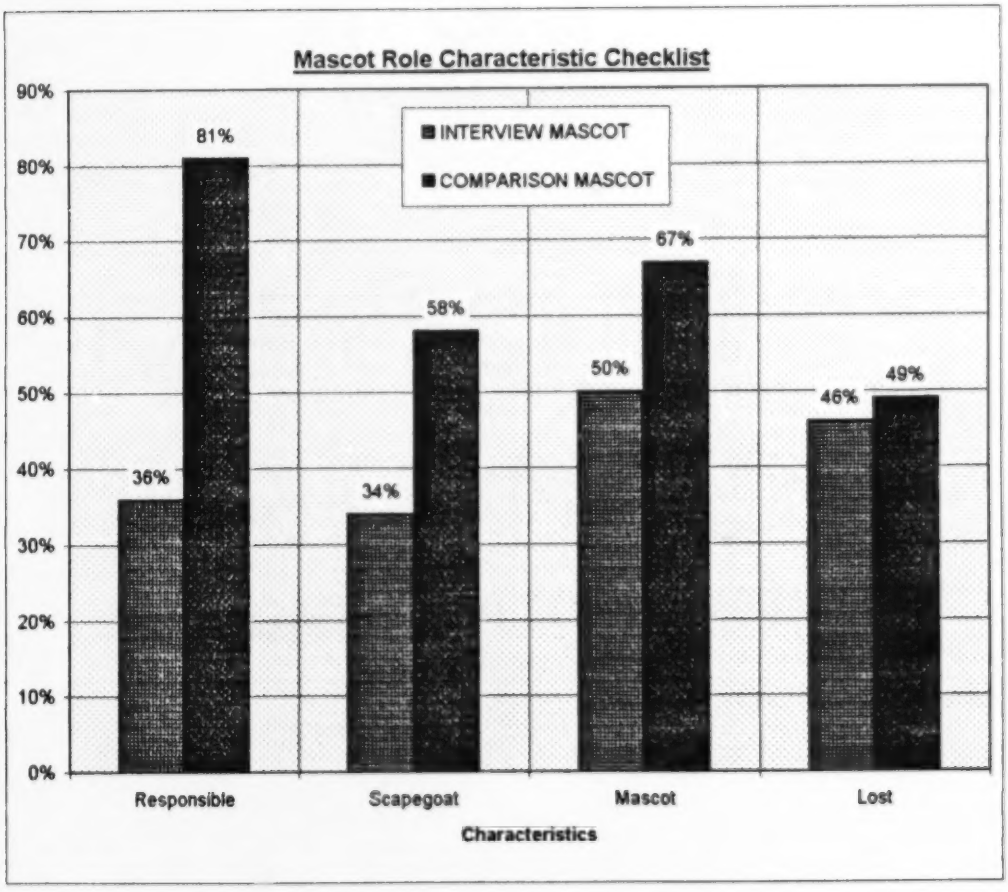

FIGURE 9

Lost Child Role Characteristic Checklist

The following is a chart and graph which represents the results from the Role Characteristics Checklist based on the self perception of the Lost Child in both the Interview Group and the Comparison Group. The primary purpose of this graph is to demonstrate any major differences and/or similarities between the two groups of participants. One can see from the graph that the Lost Child from the Comparison Group identified with more characteristics from three of the four roles than did the Lost Child from the Interview group. This is consistent with the findings of the Mascot results. The only role in which the Lost Child from the Comparison Group did not identify with more strongly than the Lost Child from the Interview Group, was that of the Responsible Characteristics. In this case the Lost Child from the Interview Group identified with 29% of the Responsible Characteristics and the Lost Child from the Comparison Group only identified with 19% of these characteristics. It is also apparent in this graph the both of the Lost Children from each of the two groups had little doubt in their self identification of their major role.

TABLE 10

LOST CHILD ROLE CHARACTERISTIC CHECKLIST GRAPH

	Responsible	Scapegoat	Mascot	Lost
INTERVIEW LOST CHILD	29%	24%	43%	51%
COMPARISON LOST CHILD	19%	42%	59%	70%

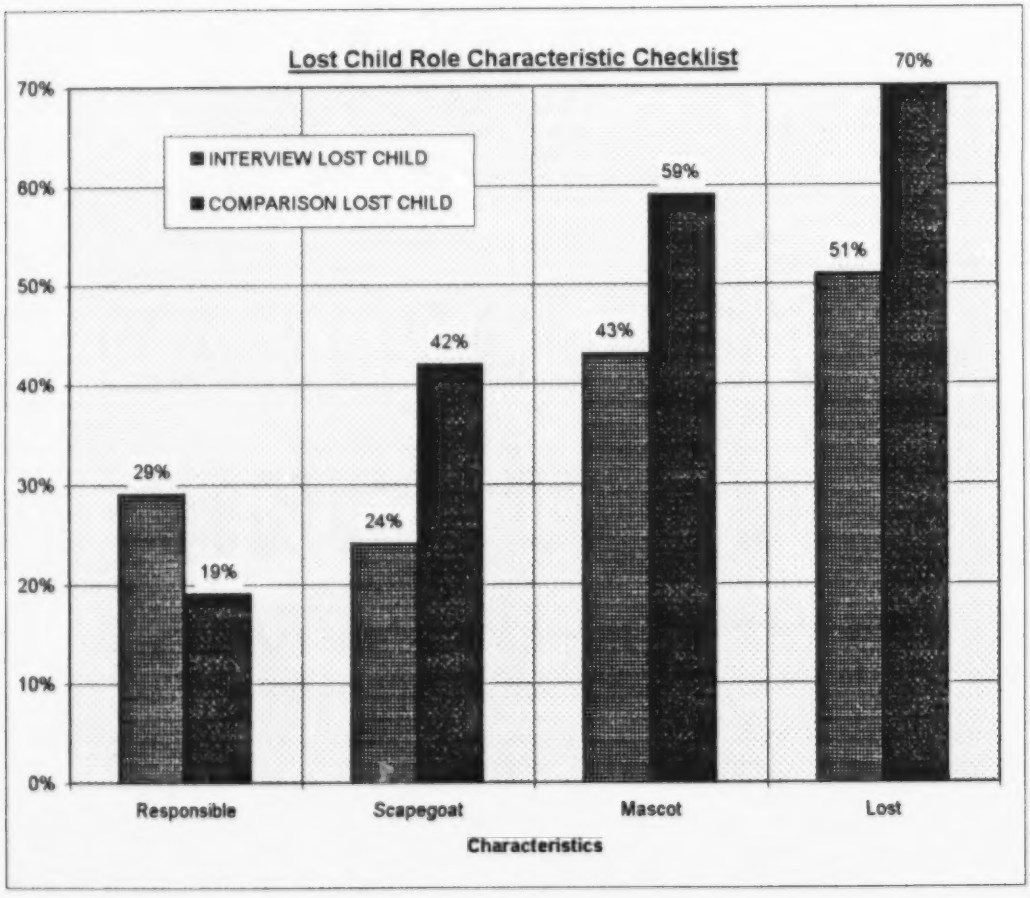

FIGURE 10

Responsible Child Role Characteristic Checklist

The following is a chart and graph which represents the results from the Role Characteristics Checklist based on the self perception of the Responsible Child in both the Interview Group and the Comparison Group. The primary purpose of this graph is to demonstrate any major differences and/or similarities between the two groups of participants. One can see from the graph that the Responsible Child from the Comparison Group consistantly identified with more characteristics from each of the four roles than did the Responsible Child from the Interview Group. It is also evident that the Responsible Child from both the Comparison Group (88%) and the Interview Group (59%) had no difficulty in self-identifying their major role. However, one can also see that the Responsible Child from the Comparison Group also identified quite strongly with the Mascot Role Characteristics (83%), as well as having identified with 68% of the Scapegoat Role Characteristics and 69% of the Lost Child Role Characteristics. These percentages seem rather high and rather close together, to be truly indicative of accurately representing this participants true major role. Possible reasons for this occurrance are discussed in the following chapter.

TABLE 11

RESPONSIBLE CHILD CHARACTERISTIC CHECKLIST GRAPH

	Responsible	Scapegoat	Mascot	Lost
INTERVIEW RESPONSIBLE CHILD	59%	22%	33%	19%
COMPARISON RESPONSIBLE CHILD	88%	68%	83%	65%

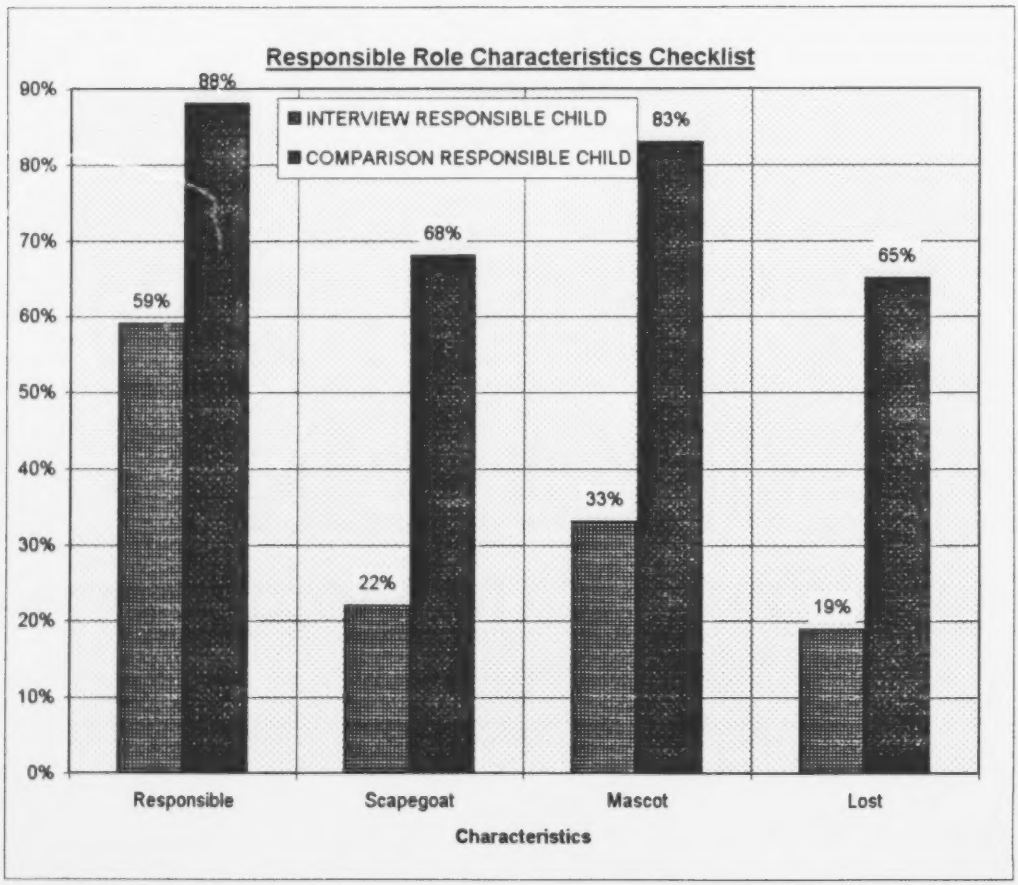

FIGURE 11

Scapegoat Role Characteristic Checklist

The following is a chart and graph which represents the results from the Role Characteristics Checklist based on the self perception of the Scapegoat in both the Interview Group and the Comparison Group. The primary purpose of this graph is to demonstrate any major differences and/or similarities between the two groups of participants. One can see from the graph that the Scapegoat from the Interview Group had significantly higher percentages when it came to identifying with the Mascot Role Characteristics (74%) and his own Scapegoat Role Characteristics (60%). This result differs significantly compared to the other three Role Characteristic Checklist results. In the majority of cases the person representing the role from the Comparison Group consistently demonstrated higher percentages in terms of role characteristic identification. In contrast, the Lost and Responsible Role Characteristics were dominated by the Comparison Group Scapegoat. This result is more concurrent with the other three roles already presented. One consistency evident in this graph is the fact that both Scapegoats from each group did not self-identify their own role as their major role. The Scapegoat from the Interview Group identified most strongly with the Mascot Role Characteristics (74%) and the Scapegoat from the Comparison group identified most strongly with the Lost Role Characteristics (57%). If nothing else those participating in this study representing the Scapegoat, were consistent at being inconsistent. Possible explanations for these varied results will be discussed in the following chapter.

TABLE 12

SCAPEGOAT ROLE CHARACTERISTIC CHECKLIST GRAPH

	Responsible	Scapegoat	Mascot	Lost
INTERVIEW SCAPEGOAT	35%	60%	74%	42%
COMPARISON SCAPEGOAT	45%	46%	41%	54%

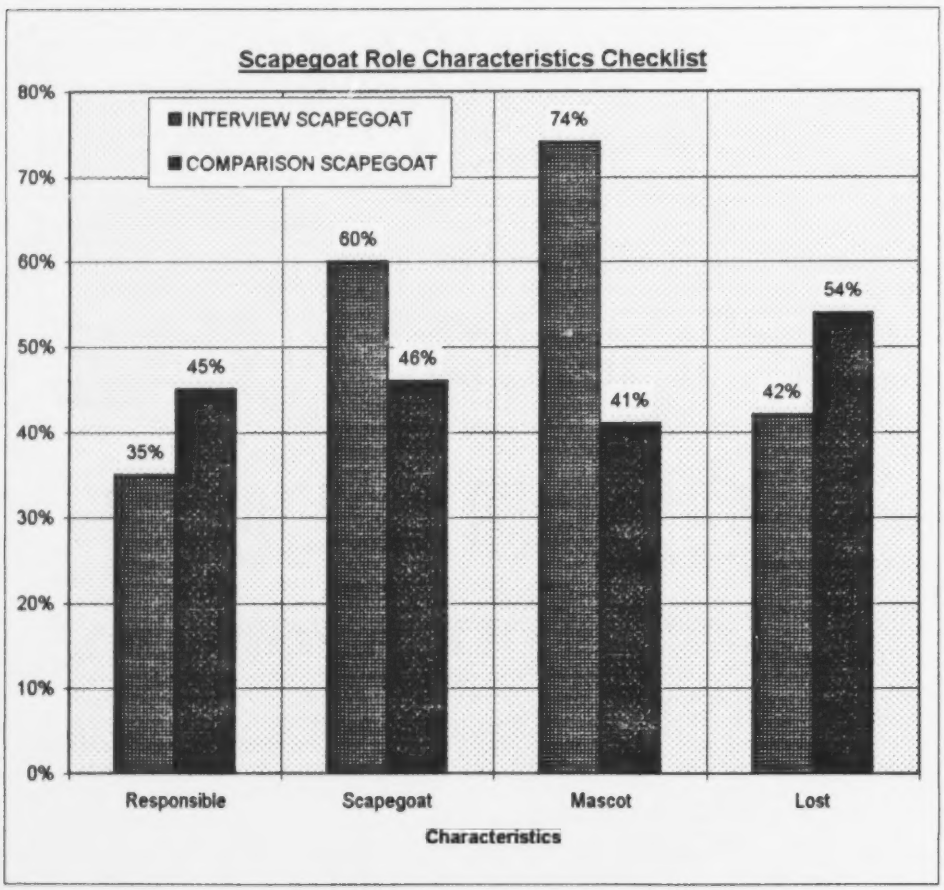

FIGURE 12

Chapter V

Discussion of Results

Introduction

The Discussion of Results is presented in three sections, the first being a discussion of the in-depth interviews. Because 92% of the interview statements analyzed demonstrated that the adopted roles of Children of Alcoholics, do indeed continue to be evident in the adult world of the work place, the discussion primarily focuses on data which deviates from the literature and the researcher's assumptions and therefore open doors for further study and exploration.

The second section of this chapter delves into the data related to the Role Characteristic Checklist, which was given to both the Interview Group, as well as the Comparison Group. This checklist was to function only as a validity check for the self-identification of ones major role. Based on the small number of participants, it is imperative to remember that the ultimate purpose of this study was to demonstrate a need for further study in the area of Adult Children of Alcoholics, their roles in the work place and their relationship to Employee Assistance Programs. The third section looks at suggestions for Employee Assistance personnel working with ACOAs.

Discussion Of Adult Children In Depth Interview Data

The results of the Interview Group (92%) supported the assumption that the roles adopted by children in dysfunctional alcoholic families continue to play themselves out in adulthood. Of the 12 themes analyzed all but one corresponded with the role from which the themes were derived. For example if you look at Table 2, it can be seen that the theme of the Mascot's need to dispel stress or conflict situations was supported primarily by statements made by the Mascot. This is evident by the Mascot having the highest percentage of statements representing this theme, while the other roles had scores ranging from 0.0% to 1%. The one theme, that was dominated by a role other than the role it was derived from, was that of the Mascot's "Behaviors and Feelings Being Externally Controlled by Others". In this theme the Lost child had the most representative statements (14%). In this instance, the Mascot did however, have the second highest number of statements at 10%. There could be a number of explanations for this result. One such explanation could be that the Mascot, in this particular area, is further along the road to recovery, with this theme decreasing in its significance in the Mascot's life. Another possible interpretation is that the Mascot is not aware or is in denial of how much he adapts his feelings and/or behaviors as a result of other's actions or reactions in his presence. As for the Lost Child, the results could be indicative of the fact that Lost Children seldom develop a strong sense of identity and therefore respond to events based on other peoples feelings rather than their own.

It was also interesting to note that the other two roles were also visibly represented in this theme , therefore, as was stated earlier, it could be that this particular theme is not as role specific as the other themes analyzed. Another theme represented significantly by all four roles was that of "Self-Esteem Based

on Accomplishments". What these two themes have in common is the fact that they are both externally based. That is to say that one could assume that much of the behavior of Adult Children of Alcoholics is a result of how they feel others see or react to them. This characteristic is supported in the Literature Review by various ACOA studies, which demonstrate that external locusts of control were significantly higher for ACOAs than for non ACOAs.

In all but one instance, it is clear that the themes derived from the four sets of role characteristics corresponded consistently with the number of statements made by the participant who "majored" in that particular role (See Table 1). This supports the assumption that the roles "continue to play themselves out" in adult life and in particular, in the work place.

A compilation of the literature review material was used to make a list of the characteristics and behaviors of the four major roles which resulted in what is referred to as the Role Thesaurus (See Appendix). This list was used to derive major themes or categories for each role. In order to provide a validity check for the information gathered from the Interview Group, another Comparison Group was chosen by the same ACOA authority who verified the major roles of the Interview Group. The four people chosen in the Comparison Group were chosen on the basis of having a definite and distinct major role with which they identified, as well as also having been in recovery. However, one distinctive feature of the Comparison Group was that not only had they been in the recovery process, but are currently working professionaly in the recovery field.

Discussion Of Role Characteristic Check List Data

The second part of this study involved a checklist representing the characteristics, feelings, and behaviors of the four roles. This checklist, designed from the Role Thesaurus, omitted the themes and any other indications of the role from which these characteristics originated. Both groups were asked to check off any behaviors and characteristics which they felt they had portrayed in the past or currently identify with now (See Appendix D)results of the checklist did not provide a proficient means of a validity check as the researcher had hoped. The goal of providing a validity check between the Interview Group's and the Comparison Group's self analysis of their major role was only marginally achieved. The Interview Group again illustrated that the participant did identify with the majority of characteristics and behaviors that corresponded to their prescribed role. For the Lost and Responsible Children, this was clearly evident with their major role percentages being significantly higher than those chosen from the other three role's characteristics (See Table 7&8/Figures 7&8). In contrast however, the Mascot only marginally chose the majority of his role related characteristics (50% Mascot & 48% Lost Child). There was only a 2% difference between the two roles. This could possibly indicate that recovery has played a significant factor, resulting in the distinction between the roles having less influence, or that through time the roles and their significance for the Mascot may have changed, or that the partcipant's self perception is significantly different than what was revealed from the analysis of the in-depth interviews. On an internal level the Mascot and the Lost Child do share some of the same characteristics such as internal anxiety and over-sensitivity. This could also explain the closeness of the results.

The Scapegoat's checklist results were also surprising, as the highest percentage of self-chosen characteristics and behaviors were in the Mascot category at 74%. This was followed by a score of 60% of the identified characteristics being in his own dominant role (See Table 12/Figure 12). The fact that there was 14% difference is significant. This type of result is not supportive in reference to the number of statements made by the Scapegoat throughout the three interviews which corresponded directly to the themes that were derived from the same list of Scapegoat characteristics (71%). One reason for this considerable discrepancy is that the checklist was a self-assessment and one's perception of oneself can be biased or subjective. From my personal knowledge of the Scapegoat client, as well as based on the interview data, he often portrays Mascot type characteristics depending on the situation. He stated in the first interview that he felt the Mascot role was a close second to his major role of Scapegoat. For example:

Deri: "Scapegoat is the major and what would you say is the minor"?

Sam: "Placater. Well no, probably the mascot" (Interview A, p. 2.).

Having administered the identical checklist to the Comparison Group, the results demonstrated a number of similarities with the Interview Group. The Responsible and the Lost participant's results illustrated that they "majored" in their roles by self-identifying the majority of their role behaviors, feelings and characteristics (See Table 10&11). In contrast, the Scapegoat and Mascot both identified more characteristics from a role other then their major one. For example, the Scapegoat chose 57.4% of the Lost Child's characteristics and only 46% of the Scapegoat characteristics. The Mascot chose 81% of the Responsible Child's characteristics, followed by 67% of the Mascot characteristics (See Figure 9). The similarity between the Comparison Group and the Interview Group is

that in both groups the Responsible and Lost participants strongly identified with their major role behaviors and characteristics. However, both the Mascot and Scapegoat demonstrated an ambiguous sense of their major roles based on their self-identified characteristics. However, the Mascot role is characterized by "chameleon like" qualities of changing and adapting to every situation resulting in one seldom having a clear sense of self. One should also keep in mind that the Scapegoat role is designed to get attention positively or negatively, whatever may work at the time. These factors should be considered when taking into account the self-analysis nature of the survey and comparing them to the results from the in-depth interviews, which did not demonstrate any major role confusion.

One significant difference between the Comparison Group and the Interview Group was the range of scores between the groups, which indicated a higher number of identifiable characteristics in each role by the Comparison Group. In general, the Comparison group had higher percentages by approximately 15-20% in each theme (excluding that of the Scapegoat) compared to the score of the Interview Group. If the highest and lowest percentage from each group is not counted, the lowest percentage in the Comparison Group becomes 41%, with the Interview Group's lowest score becomes 24%. The highest score for the Comparison Group becomes 81%, while the Interview Group's highest score becomes 60%. The mean score also differed by over 15%, with the Comparison Group's mean being 59% and the Interview Group's mean being 42%. Based on the fact that the Comparison Group is currently employed in the area of addictions , one would assume that they would be far along the road to recovery in order to hold positions where they are helping others. Based on this assumption, one possible explanation for the scores in the

Comparison Group to be considerably higher then those in the Interview Group, could be that as a result of recovery, they perceive themselves as having characteristics and behaviors from all four roles. This would be a common characteristic of a well rounded, well adjusted individual. This is based on the researcher's and various ACOA authorities' belief that it is not the adoption of roles that creates a problem, but the adoption of one role to the exclusion of the others and the rigidness of how this role is played out that creates problems in later life experiences. Another possible explanation for the Comparison Group demonstrating higher percentages in each role category could be that many of the terms used in the checklist are of a pycho-social nature which counsellors in the addictions field would more readily recognize and be able to identify with. However, even with a significant amount of recovery work, it appears that the role majored in as a child, is still fairly easily identified as an adult. This was demonstrated specifically when reviewing the results with respect to the Responsible and Lost participants, both in the Comparison Group and the Interview Group.

When analyzing the Mascot from the Comparison Group's results, the fact that he identified with 81% of the characteristics of the Responsible Child, was inconsistent with the literature and the researchers assumptions. After considering the length of recovery time as a possible factor and having discussed the results with an ACOA authority, an important distinction was made in reference to role titles and characteristics that had not been previously considered. As mentioned earlier, some literature refers to up to eight different roles, but for the most part these were extensions of the original four roles. The point that was brought to my attention was that one of the reasons the Responsible Child is commonly referred to as the Hero is because the word

responsible has a certain connotation to it that society portrays as being highly desirable. In the dysfunctional alcoholic family, regardless of what role one adopted one would ultimately still *feel* responsible for whatever circumstances occurred within the family system. The distinction however, that must be made is that of the difference between *"feeling responsible"* and *"acting responsibly"*. This is one possible explanation for the high Responsible score demonstrated by the Mascot frem the Comparison Group. Thus his second highest score could be considered to more accurately represent his true character.

It is unusual that the Scapegoat from the Comparison Group scored higher in the Lost Child's characteristics rather than his own. Due to unfamiliarity with this individual, it is impossible to hypothesize why this result occurred. Again, with a self perception checklist, it is almost impossible to accurately determine the reasons for deviation from the expected results in the population studied. The instrument itself could also be another factor.

It is also unusual that the Lost Child, Responsible Child and the Mascot from the Comparison group had significantly higher percentages in each role category compared to that of the Interview Group, while again, only the Scapegoat from this group deviated from this pattern. In three of the four role characteristics the Scapegoat from the Comparison Group had lower percentages of self-identified characteristcs than that of the Interview Group Scapegoat. In all other cases the opposite is true. It is almost impossible to determine probable causes for this type of result without further research and a larger sample base from which to draw data.

Conclusion and Recommendations

After analyzing and categorizing the statements, it was found that 92% of the responses fell into the appropriate role categories. Although the Interview Group representing the four roles cannot be considered representative of the general ACOA population, the positive results would suggest that the roles ACOAs adopt as children, do continue to "play themselves out" as adults in the work place. Although the results of this study are not generalizable, the results are likely to be transferable to other Adult Children of Alcoholics and their various work related situations. The data definitely illustrates that the work place is an area that these roles can cause negative effects and, further research would be beneficial to both the ACOA as well as the Employee Assitance Programs.

If one considers that the true definition of adult education includes involvement in social change, and considering that ACOAs have so many issues that have a definite impact on society and future generations, how can one consider the ACOA movement as separate from adult education? Adult educators will undoubtedly be crossing paths with ACOAs on a regular basis, and may even be ACOAs themselves. The world of work is one of the key places adult educators who are knowledgeable in the area of ACOAs can really make an impact on this issue of social change. One particular study done by Kemper Insurance Co. in 1982, indicated 50% of the Employee Assistance Program (EAP) problems relating to certain employee traits included: conflict with authority figures, counterdependency, the fear of loss of control over intense feelings, unrealistic expectations, chronic disappointment in others, etc. (Pape, 1990). All of these traits are consistent with the aforementioned characteristics of ACOAs.

This further documents the need for adult educators, employers and employees to be more aware of ACOA issues. Many ACOA authorities have made reference to the fact that non-recovering ACOAs take their unfinished issues into the work-place and set others up to be their family. They take on the old roles played out in their family of origin. The data presented in this study strongly supports this statement. EAP professionals, if aware of ACOA issues, are in an excellent position to help "break the cycle", be it one of denial, of playing an old role, or of an addiction of some kind. Pape in her article "Your Boss is Not Really Your Parent!", points out five key issues ACOAs face in the work-place:

1. a sense of low self-worth and lack of self-esteem,

2. living in constant fear of someone finding out that they are not competent; a fraud, which leads to perfectionism, workaholism and over commitment,

3. intensity, preoccupation and a high level of stress,

4. inability to set appropriate limits,

5. and difficulty functioning as a team member (Pape, 1989:38-39).

Looking at statistics regarding the cost of health benefits paid out, and the number of ACOAs estimated to be in the work force, may be part of the reason for the recent trend of so many organizations promoting "Wellness In The Work-Place" programs. Kellogg and Friel suggest two missing links in corporate wellness programs. "The first thing that programs often lack, is that of grass-roots employee involvement and support, and second, the programs need to address family systems dynamics that create and later maintain unhealthy lifestyles as well as addictive, compulsive and self-defeating behaviors" (Kellogg & Friel, 1987:22). Therefore, Adult Children, already the principle consumers of

EAP programs, are now presenting themselves as prime candidates for wellness programs in the work place.

Need for Further Study

Research continues to reveal the far-reaching, insidious nature of the damage done to ACOAs and the subsequent incremental impact on society at large, as they enter into relationships, become parents, become employees, lead companies, lead governments and assume every possible societal role. The implications of these new learnings are proving to be monumental, especially as the knowledge of ACOAs has broadened and now incorporates people from all dysfunctional families. These individuals impact society from the microcosmic level of families to the macrocosmic level of countries.

From the viewpoint of the adult educator, this becomes a vital part of our learning. It is a critical piece in the understanding of behavior in groups, motivation, behavior in relationships, stress management, problematic behavior, conflict management, team building, and . . . the list goes on and on. Its influence requires considerations in all the predominant areas of human behavior. While Adult Children of Alcoholics is still a relatively new area of study, it would appear that there is most definitely a place for informed adult educators to further adapt and popularize these learnings (predominantly in the work-place), and to assist with this major step toward social change.

In retrospect, when one considers the far reaching effects of the information presented from both the alcohol perspective, as well as the perspective of the Employee Assistance Programs, it becomes apparent the EAP is a structure in which the impact of parental alcoholism can be evaluated and be

a vehicle in which intervention occurs. Based on an analysis of Canadian Studies, EAPs provide the best methodology to reduce substance abuse. However, Canadian EAP staff surveyed have less than six years experience in the field and generally do not have a recovery background, which is believed by many AA, NA, & ACOA authorities to be a critical component of a successful program. This is largely due to the fact that those who have personal experience with addictions and dysfunctional families, can truly understand and relate with the client because they have already *"walked the walk"*. According to Labour Canada, Health and Welfare (1991), the focus on the clinical service (counseling for family and psychological problems, job and work conflict, and addictions) to employees appears to be the prime criteria for Canadian EAP staff.

In order to develop preventive and proactive rather than reactive programs, it is imperative to understand the family history, risk factors and the problems of the disease of alcoholism and it's far reaching affects. It seems evident and logical that with the high rate of alcohol related problems in the work place, and based on the results of this study, there must be a large number of untreated ACOAs struggling with problems which manifest themselves in the work place. These problems may largely go undetected as ACOAs are often described as compulsive, perfectionistic, and in many instances, characteristic of work addiction. These are hardly compelling targets for employer identification, intervention or change. Therefore, one can see how the "problem oriented" and "prevention oriented" EAP's health promotion activities often do not reach the "at risk" population; "the ACOA's", those for whom intervention may prove most effective.

In conclusion, it is evident that more research and tools are needed to help determine clients at risk and to help identify both present and potential

problems. The existence of an Employee Assistance Program which is knowledgeable and capable of detecting and working with Adult Children of Alcoholics does not guarantee that the employees will necessarily experience a significant improvement in their well being. However, it will give them more of a chance to do so than if the EAP practitioners had no knowledge or capabilities of how to identify and help the large number of ACOAs already in their care. This would suggest that EAP practitioners trained in ACOA issues, behaviors, roles and characteristics would help employees to overcome the specific effects of living in a dysfunctional family and could have an important influence on productivity and turnover.

Based on the facts presented, it is evident that employers can benefit by providing treatment for employees who are troubled by the problems caused by dysfunctional alcoholic families. In addition, such treatment can have positive effects in the work place as well as in the home. Obviously, further research is necessary if we are to truly implement any type of social change regarding one of society's greatest social problems; that of alcoholism and the effects of this disease on all those whom it touches.

Questions for Further Research

Since this study was limited to a small, selected number of participants, there are a number of possible questions for further research. Some of these are as follows:

*Would a similar study have the same results using Adult Children of Alcoholics that were not in recovery or aware of ACOA terminology in general?

*Does the sex of the person playing out the role play a significant role in the data? For example, one question relating to the sex of the participant could be; would a female mascot and a male mascot identify themselves as portraying the same behaviors and characteristics?

*Would the results of this study be reproduced if a larger random sample were used?

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Appendix

A. Consent Form

Thesis Title: **Adult Children of Alcoholics: Their Roles in the Work-Place**

Researcher: **Déri Frost**
University of Alberta
Faculty of Education
Department of Adult Career and Technology

This is to certify that I agree to participate in the above study. Having been contacted by the researcher, a graduate student in the Department of Adult Career and Technology, I understand that:

1. The purpose of this study is to ascertain what characteristics of the roles adopted by ACOA's as children continue to influence their behaviors in the work-place as well as determining how this knowledge will enhance the mandate of Employee Assistance Programs (E.A.P.'s).
2. My name will not be disclosed at any time during this study or used in the resulting thesis.
3. Any information I provide to the researcher will be kept confidential and used solely for the purposes of this research study.
4. I am participating in this study on a purely voluntary basis. Therefore, I have the right to quit or refuse to participate at any time.
5. The results of the study will be made available to me if I so request.
6. I have been fully informed as to the nature of the study and my involvement in it.
7. The thesis this study leads to will be available for examination at the University of Alberta Library.

Signature of participant _____ **Date** _____

Appendix

B. Comparison of Adult Personality Characteristics Between Adult Children of Alcoholic and Non-Alcoholic Parents

TABLE 1.2

Comparison of Adult Personality Characteristics Between Adult Children of Alcoholic and Non-Alcoholic Parents

Score

5 = Always, 4 = Often, 3 = Sometimes, 2 = Seldom, 1 = Never

		ACOA	ADULTS
1.	I guess at what is normal.	3.13	2.51
2.	I have difficulty following projects through to completion.	2.77	2.42
3.	I lie when it would be just as easy to tell the truth.	2.21	1.81
4.	I judge myself without mercy.	3.50	2.90
5.	I have difficulty having fun.	3.10	2.42
6.	I take myself very seriously.	3.80	3.40
7.	I have difficulty with intimate relationships.	3.46	2.74
8.	I overreact to changes over which I have no control.	3.31	2.79
9.	I feel different from other people.	3.21	2.75
10.	I constantly seed approval and affirmation.	3.44	2.99
11.	I am either super responsible or irresponsible.	3.41	2.68

12. I am extremely loyal even in the face of evidence that the loyalty is undeserved.	3.32	3.04
13. I look for immediate as opposed to deferred gratification.	3.08	2.68
14. I lock myself into a course of action without serious consideration to alternate choices or consequences.	2.74	2.30
15. I seek tension and crisis and then complain.	2.54	2.10
16. I avoid conflict or aggravate it but rarely deal with it.	2.81	2.42
17. I fear rejection and abandonment yet I reject others.	3.00	2.36
18. I fear failure but have difficulty handling success.	3.37	2.77
19. I fear criticism and judgment yet I criticize others.	3.14	2.67
20. I manage my time poorly and do not set my priorities in a way that works well for me.	2.83	2.58
TOTAL	62.17	52.33

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Appendix

C. Role Characteristics of Adult Children of Alcoholics: A Thesaurus

MASCOT:
(also referred to as the jester, plactor, clown)

- self-esteem is based on never making anyone angry
- can never say no
- almost never have satisfying relationships
- they lie - indirectly and habitually
- they're always "fine"
- don't know how to ask for what they need
- they give away their power
- they can't say who they are and therefore are emotionally starved
- they indirectly punish others for not giving what they haven't asked for
- people-pleasers frequently end up with abusers
- base their self-esteem on staying loose
- have learned never to make a full commitment
- never stand still, at least emotionally
- don't give straight answers
- don't have just one primary relationship
- they love excitement and the danger of getting caught
- I find it difficult to tell anyone the whole truth
- I would rather end a primary relationship than make a binding commitment
- figuring out "what I can get away with" is exciting to me
- I have an abiding fear of being "caught" or "cornered"
- I always have a "Plan B" in mind in case I need to escape
- to avoid feeling lonely, I have to run faster than I used to
- I have trouble saying no even when I know I should
- I often say, "It doesn't matter," when it really does
- I seldom feel angry but often feel hurt
- in the name of peace, I try to avoid talking about problems
- I usually feel that other people's needs and opinions are more important than my own
- I often apologize
- I would rather give in than make someone mad
- humor
- fragility
- hyperactivity
- fear

- insecurity (tension)
- loneliness
- being super cute
- confusion
- anything to attract attention
- clowning
- feelings without facts
- discounted/don't take themselves seriously
- sense of craziness
- diffuse the tension in the family (spill the milk)
- hyper-aware/sensitive
- fear of losing sanity
- mascots seek attention by being cute
- provides the humor and comic relief for the family
- gives the family a sense of fun or playfulness, of silliness and a distorted type of "joy"
- his or her true feelings of pain and isolation never get expressed
- remains an emotional cripple
- "most sensitive"
- always there to make life easier for the others
- spends his time trying to please others, trying to make others feel better
- becomes very skilled at listening and demonstrating empathy and is well-liked for these attributes
- will never disagree
- first to apologize
- well-liked
- adept at diverting attention from themselves and focusing it onto other persons
- the family views the Mascot as the immature and fragile object of its protection
- they can dispel the tension
- repeatedly called upon to charm, cajole, and otherwise manipulate anyone who is being irrational and intractable
- class clowns
- show a knack for making everything into a joke
- their humor may be of the obnoxious, spitball variety, timed inappropriately and coming at the expense of others
- tendency to giggle or make a funny face after any of their comments that they are afraid may be taken to seriously
- constantly attuned to stress and conflict, always ready to douse the brush fires between people before they become conflagrations
- learn to anticipate even the most innocent signs of tension and to act immediately to dispel it, without the slightest understanding of its sources
- mere silence is too threatening
- they need to fill the air with activity and words
- they have difficulty with stress and may avoid competition
- may be slow to make developmental transitions
- regress when they are feeling most insecure
- thoroughly schooled in manipulating to get what they want

- prone to perpetual dependence
- highly susceptible to abuse of drugs and alcohol
- hyperactivity has consequences in school and the work-place
- manipulation, suppression, immaturity, stress avoidance, anxiety and over dependence
- realize what is expected and begin to act in ways that will meet these expectations
- fear of exposure and abandonment
- they portray the exact opposite of reality and do not want it or themselves exposed
- feel that they are the ones who are expected to represent their families positively
- does everything to fulfill everyone else's expectations but nothing to fulfill his or her own
- may feel extremely programmed by the expectations to alleviate others' pain and stress and at the same time to display none themselves
- family counselor, mediator or arbitrator
- confrontation is the enemy of the placator

Girls
- usually "daddy's girl"
- they learn to manipulate dad at an early age to get what they want
- by the pre-teens this girl is into makeup
- she is feminine and cuteness is shifting into sexiness
- shifts to manipulating boys
- an accomplished flirt
- emphasizes her sex appeal as she gets older
- she has come to believe that she is loved for her sex appeal and beauty
- this girl has a difficult time establishing long term relationships with men
- likely to become cynical about men at a fairly young age
- often prefers older boys and/or men
- likely to drop out of school

Boys
- more likely to develop their cuteness through humor
- go through a stage of practical joking
- seldom loners for they get attention from their peers
- appear to be irresponsible
- partying is far more important than chores, work, paying the bills, etc.
- likely to become an alcoholic
- have a difficult time dealing with painful emotions
- often know as "good time charlies"
- they are likable and fun to be around

Positives:
- is spontaneous
- is fun to work with
- shares responsibilities
- lightens and eases tension
- has self-motivation
- is adventurous
- is loyal
- pays attention to details about others

- attracts friends
- is humorous
- is a good manager
- is caring, empathetic
- will take co-leadership role
- knows how to have and create fun
- is very adaptable
- can identify people who need humor
- has a good sense of timing
- is sensitive
- is inventive
- is imaginative
- has quick responses
- is protective of friends
- is a good listener
- is attuned to people and their mannerisms
- is compassionate
- has a positive approach (attitudes)
- is creative
- blends with many different people
- simulates people around them
- is a high achiever
- is very energetic
- is self-motivating
- has a diverse personality
- takes risks
- loves challenges
- is flexible
- is a good negotiator
- is a quick thinker
- is good in a crisis
- is excitement-oriented

RESPONSIBLE CHILD:
(also referred to as superkid, manager, controller, Goody Two Shoes, or family hero)

- rewarded for excelling at whatever they deem important and right
- do very well in school
- work career without blemish
- confused sense of sexual identity
- cannot discard the caretaker role without guilt, for he has been made to feel that the family's survival depends on his enormous contribution
- do everything that is required of them and more
- cannot tolerate being wrong or slow and have great difficulty admitting that they don't understand something
- may get defensive in the face of criticism or supervision
- feel capable of mending or attending to everything
- they are constantly fearful of failure and work twice as hard as others to avoid it
- often have admirers but few close friends
- resented by peers and siblings for their achievement
- succeed by pleasing
- always giving and never asking creates problems in intimate relationships
- don't feel entitled to relaxation, to being cared for, to a suspension or abdication of responsibilities
- submerge themselves in work because achievement is still the measure of their self-worth and the only path they know to what they really want
- at the work-place they can garner the praise, respect, and hope they lived on as children

- work is an escape from intimacy and emotion, from the need to trust others, an escape they relied upon and internalized
- not likely candidates for teenage alcohol or drug abuse
- adults who don't know how to relax, vent their feelings, or refuse added responsibilities and added pressures, these individuals may easily turn to alcohol or tranquilizers
- appear exemplary in every way
- engaged in a masquerade
- they breed dependency
- don't learn how to take very good care of themselves
- caretakers need (subconsciously) dependent people around
- they need to be needed
- they feel used
- never happy or satisfied
- the base of their self-esteem is unattainable
- have Ph.D's in fault finding
- base their self-esteem on activity
- not necessarily productive activity
- they just need to be busy
- find it extremely difficult to relax
- they need "busyness" to feel worthwhile
- they need to do something and feel guilty when they're not doing
- I rarely feel that I accomplish enough
- when I relax, I experience more guilt than pleasure
- I don't celebrate the conclusion of one project before starting another
- it seems to me that people are in my way quite often
- I put less value on personal time than on work time
- I am intimidated by unfinished business
- I spend more time, energy, and effort on projects than on relationships
- I am often amazed at the incompetence of others
- I can't stand it when things are out of place
- I find unpredictability vexing if not intolerable
- I have a burning need to set things right
- I worry a lot about why I haven't done better
- Any kind of personal failure is the worst thing I can think of
- It seems to me that standards
- I generally feel responsible for the happiness of others
- I have often "bent the rules" to bail people out of trouble that they brought on themselves
- sometimes I wonder why so many people lean on me without being sensitive to my need to lean once in a while
- I find it easier to take care of others than to take care of myself
- I never have enough time to accomplish all my tasks
- I am more interested in talking about other people's problems than in talking about my own
- success
- super responsibility (perfectionist)

- arrogant
- non-feeling
- busy
- workaholic
- all-together
- burn-out
- make the family look good
- seriousness
- hurt
- fear
- pain
- self-pity
- super-responsibility
- special
- develops independent life away from family
- works hard for approval
- bright
- follow the rules
- often marry people they can fix
- powerlessness
- self-blaming
- anger
- guilt
- fragility
- manipulation
- seeks attention through being good
- excellence and/or achievement seeking behavior in some field
- tends to be an overachiever
- socially active
- strong sense of loneliness
- often serious and may prefer adult company
- the mate/potential mate relationship carries far more freight than it can realistically handle
- loss, or fear of loss, can lead to psychotic break
- jealousy is common
- comes to believe that he/she is loved for what they do, not for who they are
- frequently fears illness/sickness, and will come to work/school/practice when sick or injured
- fears mistakes and or failure
- frequently becomes a perfectionist
- high potential for becoming alcoholic
- most often the oldest girl in the family
- often drops out of school because she has too much to do
- is overly adult and responsible for her age
- often cannot relate to her peers because she is functioning as a quasi-adult and hasn't time for normal childhood and teenage activities
- often leaves home in her mid teens
- has an exaggerated idea of her ability to cope independently
- many become alcoholic and many marry alcoholics
- do-er
- the Do-er feels tired, lonely, taken advantage of, neglected and empty but the Do-er gets a lot of satisfaction out of being so accomplished at his or her tasks and the family encourages the Do-er either directly or indirectly. The Do-er's own unhealthy guilt and overdeveloped sense of responsibility keeps him or her going.
- trying to smooth out ruffled feathers and avoid conflict is the ultimate goal

- fear of abandonment and fear that other family members cannot stand on their own two feet are what often motivates this role
- provides self-esteem for the family
- carries the family banner for all the public to see
- makes the family proud; but at a terrible price in terms of his own well-being
- this child does not get to be a child
- usually wind up getting physically or emotionally abused by others in adult relationships because their boundaries were not respected when they were children
- very organized
- adept at planning and manipulating
- to effect others
- to accomplish goals
- leadership qualities
- become adept at setting tangible goals
- learned to rely completely on themselves
- the best way to achieve stability is to provide it for themselves
- "If you want to get something done, do it yourself"
- they believe most adults are not capable, not astute enough, to provide any insight or direction for their personal lives
- very mature, dependable and very serious
- need to be in organized situations where they can be in control
- goal-focused
- we don't see any choices for different behaviors
- we can usually deal with any crisis
- we feel tired physically and emotionally
- we smooth over embarrassment
- we play saver and caretaker
- we skimp on budgets, do without, save burdens and guilt from dependent
- we get payoffs through forms of admiration with comments such as, "How do you do it?"
- we are often resentful, angry, guilty, self-hating
- we feel isolated
- we turn off our feelings
- high rate of stress-related illnesses (ulcers, headaches, colitis, depression, etc.)
- high incidence of poor nutrition, too much smoking, overweight
- high incidence of tranquilizer abuse
- we feel powerless
- referred to as "junior parents"
- if the accomplishment is worthy, so is the person
- continually having to out-perform himself or herself
- validation of self-worth is always externally provided

Positives:

- is organized
- is self-reliant
- has high stress tolerance
- is self-motivating
- is punctual (usually early)
- is loyal

- is an excellent student
- has leadership qualities
- makes decisions
- is a good listener
- pays attention to details
- is mature for age
- is introspective
- can accomplish most anything
- has stamina
- follows rules
- has high morals
- is active in the community
- can take over at once
- has a good memory
- is highly intellectual
- gives good directions
- is meticulous
- is tenacious
- is admired or even envied
- is a hard worker
- is honest
- gets results
- is compassionate
- follows orders
- trusts self with tasks
- is excellent in a crisis
- is a high achiever
- is very logical/reasonable
- is dependable
- is an excellent volunteer
- has self-control
- wants to do the best job
- honors commitments
- is spiritual
- is very energetic
- implements ideas
- finishes tasks
- is popular with peers
- is sensitive to others
- is responsible
- is fashion-conscious
- is competitive
- is thrifty
- because of these strengths, the Responsible Child chooses careers that are in the helping professions

THE SCAPEGOAT:
(also referred to as the problem child)

- strong peer value
- chemical use
- withdrawn
- loneliness
- fear
- anger
- hurt
- runaways
- sullenness
- unplanned pregnancy
- rejection
- acting out
- defiance
- suicide
- trouble
- underachiever
- peer groups
- seeks attention by being bad
- as a child is often lippy and may appear hyper-active
- generally swears early
- the child that everyone has identified as having a problem
- gets to act out all of the family's dysfunctions and therefore takes the blame and "the heat" for the family
- drug addicted or steals
- black sheep of the family
- gets in a lot of fights

- acts out sexually
- extremely poor self-image
- inadequacy
- impossible to communicate their feelings
- lacks the ability to detach or focus on other things
- make their contribution to the family by embracing and expressing each member's anger, disappointment and frustration
- usually the most visible children
- grades are poor and don't reflect their capacities
- choose friends who share or respect their defiance of authority and accomplishment
- early and promiscuous sexual activity
- authority figures are certain to respond with a blend of punishment, concern, solicitous help, encouragement to change, and a certain vulnerability to the child's threatening conduct
- internalize the rage and frustration the family vents on them
- they are not troublemakers so much as losers. They appear depressed and suicidal rather than antisocial.
- cannot change their behavior until they have insight into its sources and consequences
- often become the focus of attention in the family so others can avoid focusing on the real causal and underlying issues
- emotional motivation is underlying anger and resentment, usually associated with childhood experiences
- get little attention until they engage in behavior that is wholly inappropriate
- feelings are externally controlled by others

Girls

- food may become a way of attention getting
- early use of drugs
- no attempt to avoid getting caught
- runaways and easily fall into the street life of the urban area
- life style often leads to foster homes
- run with a gang
- parents frequently blame friends for their child's behavior

Boys

- difficult to handle in the classroom
- behavior gradually escalates from simple mischief to vandalism to delinquency
- cutting class is common
- early drug use and/or drinking is common
- boys will often get into dealing early
- fighting and violence is common
- hostility is usually open and obvious
- stealing often appears early
- the boys are seldom loners
- run in gangs

- parents often blame the friends
- problems with the law are common
- if they are going to change their life style it will usually not be until they are between 25 and 35 years old

Positives:

- is spontaneous
- is easygoing
- is always able to pull through
- gets needs met
- is loyal to friends
- is open - doesn't keep family secrets
- knows how to have fun
- has sensitivity to others (masked)
- is compassionate (with people who allow it)
- is efficient - finds short cuts
- is a good listener (to people who will confide in them)
- has hidden talents
- is good in a crisis
- is protective of friends
- is energetic
- is adaptable
- has a quick wit
- is flexible
- speaks up for self
- is self-motivating (outside family)
- lives in the present
- is emotional (inside, never shown)
- is emotionally strong
- has leadership qualities
- is mechanically inclined
- is a good negotiator
- is assertive
- has a good memory
- loves challenges
- forms long-lasting relationships
- is a quick thinker
- takes risks
- is excitement oriented
- is creative
- is attuned to people
- is physically strong

THE LOST CHILD:

- withdrawal
- sometimes overweight
- hurt
- anger
- quietness/shyness
- being super-independent
- fantasy life
- pets, hobbies, things
- aloofness
- loneliness (sense of being invisible)
- inadequacy
- rejection
- distance
- daydreamer/T.V.
- no attention is better than any attention
- these children are very high suicide risks
- these children will be well behaved in the class
- often appear extremely shy
- deals with the family dysfunction by means of escape
- is taking care of the family's needs for separateness and autonomy
- stays in her room a lot or plays by himself
- suffers a deep loneliness
- adjusting to whatever happens
- does not attempt to prevent or alleviate any situation

- doesn't think about the situation, or experience any emotions as a result of it
- wiser to follow, and simply not draw attention to themselves
- permeated with denial
- act without thinking or feeling
- not drawing any negative or positive attention
- associates but does not take any leadership roles
- is not expected to transform the family but rather to keep from taxing its fragile balance
- avoidance of conflict
- they adjust silently to every demand and every situation
- tend to withdraw emotionally and physically
- feel unimportant, subject to the whims of every other family member and unable to express their strongest desires and fears
- often develop a vivid fantasy life, which serves as an outlet for the emotion they cannot sublimate in action
- they are quiet and intensely shy
- passive resistance is their mode of assertion; they pretend not to have heard or understood what is wanted of them
- often sickly
- cannot take themselves seriously
- determined to pass through life unnoticed
- are governed by their fears of conflict and catastrophe
- they often see themselves as victims, helplessly adrift in the world
- remain unnoticed in jobs that are safe and highly structured, they frequently are bored by work that does not challenge their capacities
- avoid intimacy
- behaviors are not obviously apparent
- withdrawn, emotionally isolated, shy, extremely quiet, avoid pressures and are insecure and powerless
- attempts to avoid any conflict and involvement if possible and they achieve this at the expense of independence, assertiveness and a sense of belonging
- dominated by feelings of deference to everyone
- reacts to anyone and everyone because they put themselves second in all situations
- consider their own needs so unimportant as not even to be mentioned
- most difficult to identify
- hate to be alone for fear of abandonment
- avoid contact situations
- tend to be spectators in life
- very creative, extremely flexible and have low levels of gratification
- disengage emotionally and psychologically from people and situations which the adult child considers undesirable
- premature closure, denial and a desire not to be emotionally vulnerable
- avoid being hurt by becoming non-feeling or emotionally numb
- at first indication of trouble in a relationship the person wants out
- may jump from one relationship to relationship

- guided by an all-or-nothing approach

Girls

- withdrawn and shy
- do nothing to draw attention to herself
- few, if any, social skills
- spend a good deal of time day dreaming and fantasizing
- spend a good deal of time reading
- is a sucker for a guy with a good line
- has no fear of pregnancy
- is very likely to become pregnant, often at an early age
- is not equipped to deal with reality
- is likely to drop out of school

Boys

- fantasies are more likely to be of the heroic type
- spend a good deal of time reading

Positives:

- can work independently
- is self-reliant
- is loyal
- enjoys time alone
- cares about others
- is sensitive
- has high morals
- comfortable to be with
- is a good listener
- is creative
- pays attention to detail
- is logical
- takes care of others' possessions
- is very appreciative
- is inventive, artistic
- has patience
- makes steady progress in therapy
- can delay gratification
- completes projects
- is dependable
- doesn't set unrealistic expectations
- can show emotions
- is punctual
- is flexible
- is compassionate
- has a good imagination
- is courteous
- appreciates aesthetics
- is trustworthy
- is methodical
- is empathetic
- appreciates friends
- accepts own pace
- is a fast learner
- makes a good worker

D. Role Characteristic Checklist

Suggestions For Those Who Work With ACOAs

The following is list of suggestions taken from Ackerman's (1987) Let Go and Grow, that may be useful to those who encounter ACOAs in the work place:

One of the major goals of Employee Assistance Programs is to manage the risk factors through various strategies that influence work related problems and helping those who are in need of treatment or at high risk for alcohol dependency. Since Adult Children of Alcoholics have already been identified as those at risk, the following list of suggestions should aid any individual working with ACOAs:

The Responsible Child:

Some of the key learnings or changes that would benefit the Responsible Adult Child include:

* learning to develop a normal perspective on events and tasks, as well as a normal perspective on themselves

* to learn how to let go of their need to control everything and everyone

* to learn how to relax in a structured way that would fit into their daily routine (often the word relax is not part of a Responsible Child's vocabulary)

* to come to the realization that they are more than their accomplishments

* to learn how to make the transition from external worth to internal worth

* to learn to accept that they do not need to be the best all the time, being wrong is normal and acceptable

* to realize there are other ways to receive recognition than through accomplishments

* to learn to accept their limitations of being normal

* to realize that they do not own all of the responsibilities that they have taken on, they are self-imposed and choices are available

* to realize that being the best at accomplishments doesn't mean they are the best they can be

* to learn that competence and the ability to excel should be in addition to, not in lieu of, who you are

* to learn to not take themselves so seriously and to be less judgemental on themselves and others

The Scapegoat:

Some of the key learnings or changes that would benefit the Scapegoat Adult Child include:

* to learn to accept that they may be engaging in socially inappropriate behavior for which they will be held accountable

* to come to the realization that there are not excuses for their behavior now

* to teach them how to separate their behavior from the real cause

* to learn how to work through their feelings of anger, resentment and abandonment

* to see models of socially acceptable behaviors for handling various feelings and situations

* to realize that they cannot continue to blame others for their present situation

* to learn how to release their anger on an ongoing basis in an acceptable manner

The Lost Child:

Some of the key learnings or changes that would benefit the Lost Adult Child include:

* to realize that they possess positive characteristics

* to realize that chang must occur slowly and carefully and not attempted in huge steps

* to learn and practice how to be and contribute in group situations

* to understand that their patterns of behavior are the reason they remain isolated, lonely and have a sense of powerlessness

* to learn to abandon their feelings of helplessness and passive resistance

* to learn to achieve a healthy sense of self-acceptance and ackowledge their rights

* to realize that they can influence their lives directly

* to explore their feelings associated with vulnerability and denial

The Mascot Child:

Some of the key learnings or changes that would benefit the Mascot Adult Child include:

* to realize that not all of their patterns are negative

* to learn how to control behavior that may be distracting, especially in the work place

* to learn to abandon the limited self-indentity of a single response to all situations (i.e. Jester/Clown)

* to develop more fully their potential for alternative behaviors

* and finally to eestablish a more realistic perception of conflict.